RESEARCH FOR ORGANIZING

Research for Organizing Toolkit

Facilitator's Guide and Toolkit

Urban Justice Center
Community Development Project
Research and Organizing Initiative

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About New York City Research for Organizing Initiative
The NYC Research and Organizing Initiative (NYCROI) is a collaborative project that was formed by numerous organizations that identified the need for training and exchange to strategically generate research that supports grassroots organizing in New York City and beyond. NYCROI is currently housed and facilitated by the Community Development Project.

About the Community Development Project
Founded in 2001, the Community Development Project (CDP) at the Urban Justice Center strengthens the impact of grassroots organizations in New York City's low-income and other excluded communities. CDP's Research and Policy Initiative partners with and provides strategic support to grassroots community organizations to build the power of their organizing and advocacy work. We utilize a "Participatory Action Research" model in which low-income and excluded communities are central to the design and development of research and policy. Our work consists of the following: Participatory Action Research support and report development; grassroots policymaking; popular education curriculum design and training; facilitation of strategic alliances and coalitions; and strategic campaign research.
http://cdp-ny.org/

RESEARCH FOR ORGANIZING

Table of Contents

Introduction to the Research for Organizing Toolkit

What is the Toolkit and Why did we Create it?

Research is something that we all do on a daily basis. We observe patterns in our communities, ask questions of our neighbors, read articles and watch news about our city. We analyze the world around us and talk to our family and friends about what works and what doesn't work. Participatory Action Research (PAR) provides a framework for us to analyze and document these everyday actions and allows us to create data and evidence that will strengthen our social justice work. PAR also allows us to identify and become the experts about the issues that face our communities.

At the Community Development Project, we support grassroots organizations through the process of conceptualizing, designing, implementing, producing and disseminating Participatory Action Research projects. Through our work partnering with grassroots organizations, we have developed a range of trainings, tools and tips to enable community members to become more actively involved in the research process. We developed this toolkit as a way to synthesize and share all of the resources we have designed and gathered over the years. The result is a comprehensive facilitator's guide and toolkit that will assist grassroots organizations in the step-by-step process of conducting research in support of organizing. We hope you find the toolkit to be useful and most importantly that it helps your community to build the power to win social and economic change!

How to Use this Toolkit?

The toolkit is structured into seven sections with each section focusing on a key step in the practice of PAR. Each section consists of various Activities, Tools and Case Studies that should support your organization throughout the research process.

Activities

The activities allow a facilitator to lead participants through a series of interactive exercises in order to learn more about a specific component of the PAR process. They are structured as "facilitator guides" or step-by-step instructions for a facilitator to follow as they conduct the training with a group of participants. Each activity includes an opening section that lays out the purpose, outcomes (what participants should walk away with after completing the activity), preparatory work that participants will need to do before the activity, materials and tools that the facilitator will need to prepare, key terms, intended audience, and amount of time the activity will take. Each activity has step-by-step instructions for the facilitator to lead the activity. Some of the activities are sequential and are designed to build off of each other. They are also practical and are designed for participants that are actively involved in planning or executing a PAR project. The activities can be used for groups anywhere between 3-40+ participants.

Tools

The toolkit also includes a number of tools to assist your organization with Participatory Action Research. Some of these tools are designed specifically to go along with a corresponding activity and function as handouts, lists of terms, or scenarios for the activities. Other tools are intended to stand on their own and include templates or sample materials from other PAR projects.

Case Studies
Some sections also feature case studies from past PAR projects that the Community Development Project has completed with community partner organizations. The case studies are included to demonstrate how PAR has been used by other organizations and to ground the activities and tools in concrete examples. The case studies are structured using the PAR framework and provide useful lessons of how organizations have used PAR to strengthen their community organizing work.

Intended Audience
This toolkit can be used by community organizers, community members or students studying participatory research or community organizing. The activities are designed to be conducted by a facilitator that has experience in facilitating group discussions and with community organizing. The activities are intended to engage participants that are contemplating or engaged in an effort to conduct participatory action research.

Tips for Facilitators
Below are a set of general tips and comments about facilitation that are utilized and referenced throughout the toolkit. Facilitation is a craft that can take many years to master, the list below is not intended to be a comprehensive how-to guide on facilitation, but instead as more of a reference sheet to facilitation related terms and techniques used frequently in the toolkit.

Introductions/ Ice Breakers
It is helpful to begin a training session with some form of opening activity that introduces participants to each other and allows them to loosen up. Frequently, introductions set a tone or mood for the session and function as an icebreaker. Introductions also can include a review of ground rules, goals and the agenda of the training or activity so that participants know what to expect for the session.

Below is a list of sample introductory activity ideas:

- **Basic Intro Questions** – Participants go around the room and introduce their name, how they found out about the training, and….
    - The name of a person who inspires them;
    - A public figure, activist, or leader past or present who inspires them;
    - What they have noticed about the issue of ______ in the community (insert your issue e.g. public housing, gentrification);
    - A hobby or cultural activity they enjoy.

- **Talking Circles** – Participants stand up and form two concentric circles where each participant is facing one other participant. Go through a set of questions related to a specific issue or organization. Give the set of partners two minutes to introduce themselves and respond to the questions. After each participant has answered ask the outer circle to rotate so that everyone switches partners. Repeat. This is a good activity to get folks talking one-on-one and to feel more comfortable in the room.

- **Mocktails** – Participants stand up and find a partner. The facilitator should stand on a chair or in a prominent place and read off a question. Instruct each participant to introduce themselves and to respond to the question in 1-2 minutes and then switch partners. After each partner has spoken instruct everyone to find a new partner and repeat. Keep a quick and lively atmosphere for the activity. Similar to talking circles, this is a good activity to get people talking to each other in a less formal manner.

- **Framing** – Before diving into an activity, one task of the facilitator is to frame the activity. To do this, the facilitator will explain how the activity fits into the wider scope of your organization's campaign or project. Whereas giving directions for an activity enables participants to understand how an activity works, framing should enable participants to understand the larger purpose of the activity and how it fits into your work.

- **Popcorn Questions** – This is a facilitation technique where the facilitator asks participants a barrage of questions, seeking short-quick answers, rather than long-winded responses. Popcorn questions are a good technique to get ideas flowing, to encourage wider participation from members of the group who are less likely to speak up and to build energy as a big group at the beginning of a session.

- **Debrief** – To debrief is to have a wrap-up or concluding conversation that evaluates the training. Generally it is good to go back to the goals for the activity and evaluate whether or not those goals were accomplished. A common debrief format is for participants to discuss what they liked and what they would change about the activity, topic, or meeting. Another helpful debrief question is to ask participants for one or two things that they learned during the activity.

Additional Resources on Facilitation:

- **The Center for Community Change:** http://www.communitychange.org/our-projects/crossing-borders/crossing-borders-toolkit/additional-resources/how-to-run-a-good-meeting-a-guide-for-new-leaders/?searchterm=None

- **The Citizen's Handbook:** http://www.vcn.bc.ca/citizens-handbook/1_10_facilitate.html

- **Training For Change**: http://www.trainingforchange.org/meeting_facilitation

Section 1: An Overview of Participatory Action Research

This section is designed to orient and introduce organizations and their members to Participatory Action Research (PAR) and the role research can play in community organizing. The section includes activities that breakdown stereotypes of research and researchers, affirm the knowledge and the expertise of community members, and demystify the terms used in research. By learning more about PAR, your organization and members will be able to determine if PAR is right for you. If it is, you will be ready to begin the process of planning your own PAR project.

Activities
A1.1 Breaking Down Stereotypes of Researchers
A1.2 Components of Participatory Action Research (PAR)

Tools
T1.1 PAR Terms and Definitions
T1.2 Sample for activity of PAR Terms and Definition
T1.3 PAR Timeline
T1.4 Principles of PAR
T1.5 Is PAR Right for Your Organization or Community?

Activity 1.1: Breaking Down Stereotypes of Researchers

Materials Needed
Paper
Writing utensils
Poker chips (or pennies, paper clips, or jelly beans)
Butcher paper with definitions of types of knowledge

Key Terms
Community knowledge
Knowledge from experience
Academic knowledge

Intended Participants
Members and staff of your organization

Time Needed
45 minutes

Purpose of Activity
This activity is designed to challenge the stereotypes that are commonly held about research and researchers in order to reframe research as a process in which everyone can and should participate. Participants will be introduced to the basic philosophy behind Participatory Action Research: that those most impacted by an issue should be able to design and conduct research about their community.

By the End of Activity Participants Will
- Be able to break down stereotypes about research and expertise
- Learn that various types of knowledge exist within the group
- Learn that community knowledge and research is critical to changing policy and building power

Part I: "What does a researcher look like?" (20 minutes)

Facilitator Instructions

1. Make sure everyone has a sheet of paper and a pen.
2. Ask each person to take a few minutes to draw a picture responding to the question: "What does a researcher look like?"
3. After everyone has drawn something, ask for a few volunteers to show what they've drawn (if the group is big you can have each person share their drawing with their neighbor).
4. Popcorn questions: What/who did they draw? Where is the researcher located? How are they doing their research? Is the researcher from the community? How does this drawing compare to what other people drew?
5. Record responses on butcher paper.
6. Analyze commonalities with the group. What did you come up with?
7. Get to the point: in this society the "experts" control knowledge & information, when most of us think of researchers we think of some expert cooped up in a room, at a far distance from the community. But what do those researchers really know about what's happening in our neighborhoods and communities? Is that the kind of research we need?
8. (Transition) Explain that next activity will allow us to explore these questions more.

Part II: Chip Toss Activity (25 minutes)

Facilitator Instructions

Everyone stand in a circle. Each person gets a hand full of chips (paperclips or pennies can work). Facilitator will read a statement. Tell participants that if the statement applies to you, throw a chip into the center of the circle:

1. I have talked with my neighbors about conditions in the neighborhood.

2. I have read local newspapers.

3. I have surveyed my friends or community about an important issue.

4. I've broken down something complicated into simple terms when I've talked to people.

5. I have advocated for myself or a family member.

6. I have met with elected officials about an issue in my community.

7. I have been stopped or detained by immigrant officials or police.

8. I have been denied rights given to most people in this country.

9. I have been a leader in my community.

Add a few that are specific to the issue you are working on. For example if you are working on gentrification:

10. I have observed changes in the community such as new luxury condos and high-end shops and restaurants.

11. I have seen neighbors, family, or friends move out of my neighborhood because they could not afford to live there.

Facilitators Instructions

A. Explain that the pile of chips represents all the types of knowledge and ways of getting information that come from our daily lives. Everyone in the room already has plenty of knowledge, experience and skills to get information. And as a community we can support each other with different skills and can tap into our collective knowledge. And that's all that research is. Everyone here is an expert on their own life experiences. All people do research in some form or another in their daily lives. It's a matter of recognizing what you already do as research. Ask participants for comments and questions.

B. Explain that we can break down "information" through three different types of knowledge (have definitions on butcher paper)

- Community Knowledge—cultural practices and wisdom passed down for generations.
- Knowledge from Experience—what we learn and know from living and doing it.
- Academic Knowledge—published facts and data produced by research "professionals" usually from outside the community.

C. Summarize and discuss: Gathering community knowledge and knowledge from experience is the best way to get a picture of what's really happening in our communities. Instead of allowing academics and policy makers to define the problems and solutions in our community, we need to do our own research, so that we can create policies that address what's really happening in our communities.

D. Transition: this type of research is sometimes called "Participatory Action Research." Next we are going to dig into the steps of how to do this kind of research in more detail.

Activity 1.2: Components of Participatory Action Research

Materials Needed
Answer key of terms and definitions (see Tool 1.1)
Papers with terms and definition (See Tool 1.2)
Sticky tack or tape

Key Terms
Organizing Goal
Research Questions
Sample
Quantitative Data
Qualitative Data
Secondary Data
Data Collection
Data Entry
Data Analysis
Data Report Back
Research Findings
Policy Recommendations
Report Release

Intended Participants
Members and Staff of your Organization

Time Needed
30 minutes

Purpose of Activity
This activity will introduce participants to key terms of Participatory Action Research (PAR). It is also designed to give participants an understanding of the major components and timeline of a PAR project so that your organization and members understand the overall process of conducting PAR.

By the End of Activity Participants Will
- Learn key terms associated with Participatory Action Research (PAR)
- Learn the major components and timeline of a PAR Project

Facilitator Instructions

1. Before the training, print out each of the terms and definitions on a separate sheet of paper (see sample in Tool 1.1 and 1.2).

2. Prior to activity, attach the terms (just the terms not the definitions) to the wall in chronological order to form a research timeline.

3. At the beginning of the training, break trainees into 2-4 groups, and equally distribute the definitions amongst the groups.

4. Each group discusses and decides which definition matches which term and then places the definition under the term using the sticky tack or tape.

5. Once all terms are placed, bring all the groups back together and ask each group to read aloud the definitions they placed. Each group should explain why they matched the definition to the term.

6. If a definition is wrongly placed, ask the group if anyone has thoughts about whether the definition should be placed under and different term. If no one offers an alternative, correct the wrong answer and explain the definition to clear up the misunderstanding.

7. After all the definitions are placed under the correct terms, pass out the handout: PAR Timeline, and walk through each of the steps in the timeline with participants. Answer any questions that come up.

Tool 1.1: Participatory Action Research Terms and Definitions

Terms (Underlined) and Definitions (Italicized) (terms are in chronological order)

1. Organizing Goal: *The overall change that you seek through your organizing work.*

2. Research Questions: *A set of broad, overarching, questions that you seek to answer through your research.*

3. Sample: *The specific set of people that you will talk to in order to answer your research questions.*

4. Quantitative Data: *Data that can be measured and is presented in numbers. Usually collected through surveys.*

5. Qualitative Data: *Data that can be observed but not measured and is presented as stories or descriptions. Usually collected through interviews or focus groups.*

6. Secondary Data: *Data that has already been collected and analyzed by somebody for some other reason other than your current study.*

7. Data Collection: *Process of gathering information (through surveys, focus groups, etc) in order to answer your research questions.*

8. Data Entry: *Process of entering data that is collected by researchers.*

9. Data Analysis: *The process of systematically reviewing the data you collect through surveys, interviews, focus groups, etc. in order to develop research findings and recommendations for your report.*

10. Data Report Back: *Process of presenting data you collected and analyzed back to the community or people you surveyed, interviewed, etc. to get their feedback.*

11. Research Findings: *The conclusions you draw from your data collection and analysis.*

12. Policy Recommendations: *The suggestions you make to elected officials, or people in power to fix the problems that you uncover with your research.*

13. Report: *A written document that summarizes your research findings and policy recommendations.*

14. Report Release: *The way in which you make your research public. This could be a policy briefing, a press conference or by circulating your report online.*

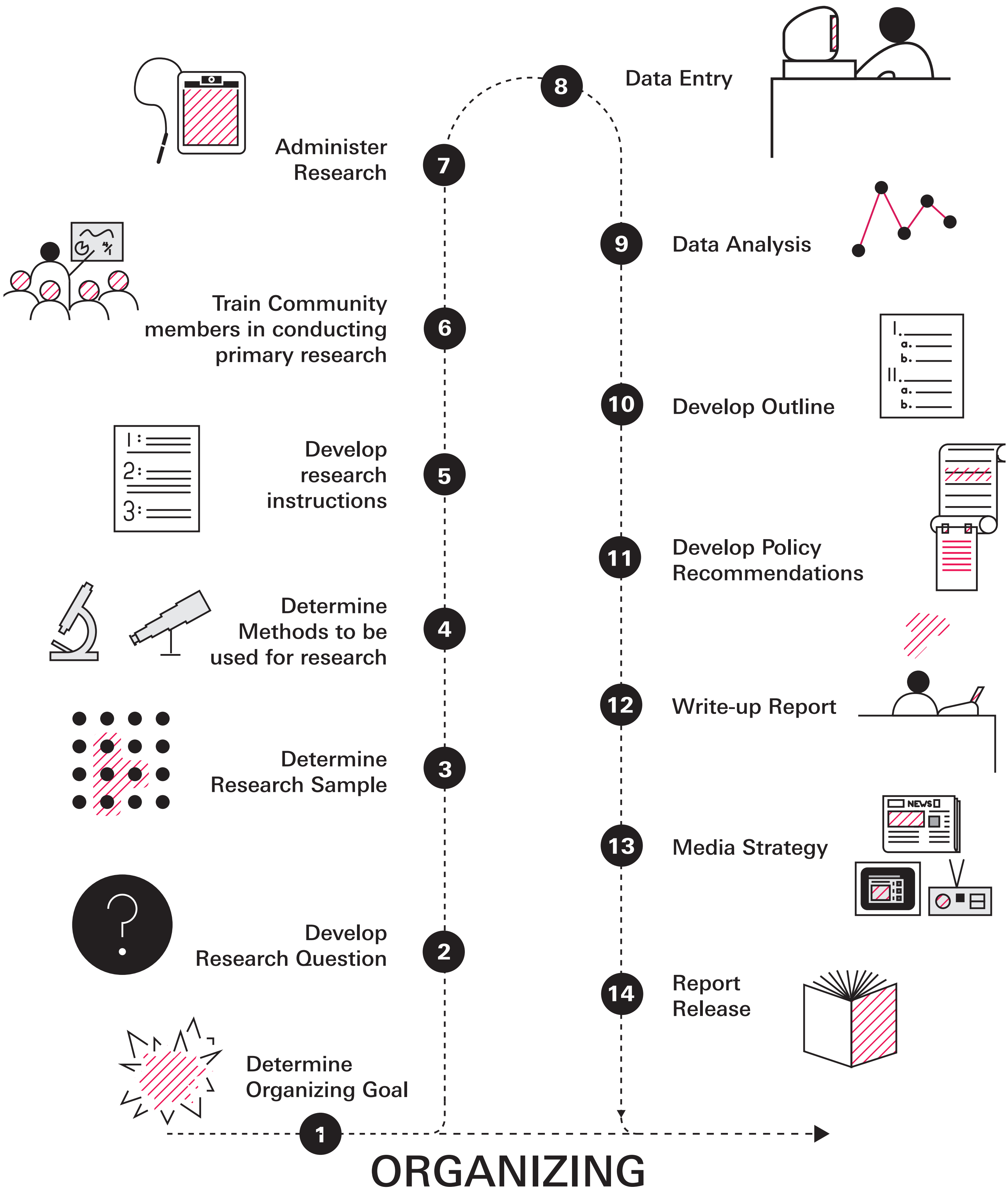
Organizing Goal

Tool 1.2: This is a sample of the materials needed for Activity 2. Print all "Terms" listed in Activity 2 on separate sheet

You can download full set of terms and defintions on website: http://researchfororganizing.com/index.php?page=participatory-action-research#Tool12

Tool 1.2: This is a sample of the materials needed for Activity 2. Print all "Terms" listed in Activity 2 on separate sheet

PARTICIPATORY ACTION RESEARCH TIMELINE!



Tool 1.4: Principles of Participatory Action Research (PAR)

Debunks stereotypes of the research expert
- Challenges the myth that the "experts" are always from formal institutions;
- Views individuals and affected communities as experts;
- Promotes popular knowledge and experience as legitimate and significant;
- Involves affected communities and individuals at all levels of the research process and strategy development.

People-centered
- The process of research, inquiry, and analysis is informed by and responds to the experiences and needs of oppressed people;
- Research is an organizing and community-building tool and brings people together around common problems and needs

Research to build power
- Develops collective knowledge, analysis and voice of community members on a given issue;
- Promotes growth of leadership from within a community;
- Transforms unequal and unjust power dynamics at the individual, collective, and systemic levels;
- Builds base of people that are engaged in a given social or political issue.

Action Oriented
- The research process and results promote informed and strategic action for positive social change.
- Research is publicly disseminated and used as a tool to influence policy makers and government officials.

Tool 1.5: Is Participatory Action Research Right for You?

Is Participatory Action Research Right for Your Organization or Community?	Yes	No
Is your organization or community actively organizing to change a policy or win a campaign OR are you developing an organizing campaign?		
Are you trying to learn more about the needs and issues in your community?		
Do you need more information to convince people that your campaign or issue is important?		
Is there a group of community members that will participate in designing the research?		
Is there a group of community members that will be involved in collecting data?		
Do you have enough people in your organization (staff, volunteers or members) to carry out a research project?		
Do you have enough resources (money, time, equipment) to carry out a research project?		

If you answered "yes" to most of the questions, then Participatory Action Research is right for your organization or community! If you answered "no" to most of the questions, then you may want to focus on other types work to achieve your organization or community's goals.

Section 2: Designing Your Research Project

This section is designed to assist you with the planning phase of your Participatory Action Research (PAR) project. The section includes activities that will enable your group to make informed decisions about starting a research project, developing research goals and questions, choosing a research method, and creating a plan and timeline to guide your research. It also includes tools that will help your team to design and plan your overall research project.

Activities
A2.1: Developing Research Goals and Questions
A2.2: Choosing Your Research Method
A2.3: Developing Your Research Timeline

Tools
T2.1: Guiding Questions for Developing Research Goals and Questions
T2.2: Guiding Questions for Choosing a Research Method
T2.3: PAR Menu of Methods
T2.4: Research Work Plan Template
T2.5: Research Timeline Template

Activity 2.1: Developing Research Goals and Questions

Tools Needed
Copies of Tool 2.1: Guiding Questions for Developing Research Goals and Questions

Materials Needed
Butcher paper
Markers

Key Terms
Research Goals
Research Question

Intended Audience
Community Members

Time Needed
1 hour

Purpose of Activity
The purpose of this activity is to have participants discuss the goals and purpose of the research project. After you've discussed what the research is trying to accomplish and why your organization is doing it, the participants will come up with research questions that will guide the research process.

By the End of Activity Participants Will
- Discuss the social or policy change you want to bring about through your research and campaign work
- Discuss why research is useful or relevant to your organization or campaign
- Determine the overarching questions you want to answer through your research

Before this Activity Participants Will Need to
Be introduced to the basics of Participatory Action Research (PAR)
Decide that PAR is right for your organization

Part I: What and Why of PAR (20 minutes)

Facilitator Instructions

1. Provide a brief summary of your campaign to set the context for the discussion

2. Explain that today we will have a discussion about using participatory action research in our campaign. We are going to try to begin to develop goals and questions that can guide our research.

3. Write "What?" at the top of a piece of butcher paper, and go through the questions below with the participants. Record responses on butcher paper, and keep the paper for later. (If you have 7 or more participants you can break out into small groups).

What?
…is the social or policy change you want to bring about at the end of the day?
…are the overarching questions you want to answer through your research?
…information do you need to better understand and document the issues you are addressing?
…primary question do you want to answer with your research?

4. Once you've answered each "what?" question sufficiently, write "Why?" on a new sheet of butcher paper. Go through each of the questions below with participants. Record responses.

Why?
…is research useful or important for your organization? Will it be used…
…internally, to inform and assess needs in the community?
…externally, to mobilize and educate community members or elected officials around an issue?

Part II: Developing Research Goals (20 minutes)

Facilitator Instructions

1. Put up a piece of butcher paper that says "Research Goals: What you want to accomplish with your research."

2. Facilitate a discussion based upon your group's answer to the "What" and "Why" questions that leads the group to establish the goals of the research and the research questions.

3. Ask the question: based on the answers to the "What" and "Why" questions, what are our goals for this research? What do we want to accomplish through doing this research?

4. Ask people to popcorn responses and record their responses on butcher paper.

5. Explain that now that we have some research goals, we need to frame those goals as questions in order to conduct research.

Part III: Developing Research Questions (20 minutes)

Facilitator Instructions

1. Frame the activity: explain that part of being a researcher is to ask questions and find answers. To design a research project you need to first figure out what big questions you want to answer. We will use our list of goals to figure out what questions we want to ask

2. Put up a piece of butcher paper that says: "Research Questions: What big questions do you want to answer with your research." Also write an example of a research question on the butcher paper. For example, if one of our goals is to document rapid development of luxury housing in our neighborhood, our question would be, "What is the current state of housing development in our neighborhood?"

3. Ask the question: based on the answers to the "What" and "Why" questions and the goals we just created, what big questions do we want to answer through our research?

4. Ask people to popcorn responses and record their responses on butcher paper.

5. Explain to the groups that these goals and questions will be the foundation for your research design and implementation.

Activity 2.2: Choosing Your Research Method

Tools Needed
Copies of Tool 2.2: Guiding Questions for Choosing a Research Method

Copies of Tool 2.3: PAR Menu of Methods

Materials Needed
Butcher paper
Markers
Pens
Post-it notes

Key Terms
Quantitative Data
Qualitative Data
Survey
Interview
Focus Groups
Community Mapping
Community Visioning
Secondary Data
Media Review
Literature Review

Intended Audience
Community Members or Organizers

Time Needed
1.5 hours

Purpose of Activity
This activity is designed to help organizers and members understand the various options for how they can conduct research and choose the research method(s) they will use.

By the End of Activity Participants Will
- Finalize research goals and questions
- Understand relevant research methods
- Discuss the strengths and weaknesses of different research methods
- Decide the research method appropriate for your group

Before this Activity Participants Will Need to
Develop research goals and research questions

Part I: Nailing Down your Research Goals and Questions (15 minutes)

1. Frame the activity in the context of your campaign: now that we've decided to do participatory research we need to dig into how to do it. There are a bunch of different ways we can conduct research so we need to explore these different research methods.

2. Put up the butcher paper with "Research Goals" and "Research Questions" from Section 2, Activity 1.

3. Ask the group, is anything missing?

4. Wrap it up: Summarize what has been said and explain that these goals and questions will help to determine which methods you will use to conduct your research.

Part II: Brainstorm as a Big Group (25 minutes)

Facilitator Instructions

1. Explain that now that we have determined some of our goals and research questions, we need to dig into how to do the research.

2. Next, facilitate a discussion that answers the questions: how do we do the research, when do we do it and where? Record responses on butcher paper, and keep butcher paper for Part 3 (This can also be done in break-out groups).

How?
…can you document or better understand the issue? Do you need "hard" numbers (quantitative
data) and/or stories of personal experience (qualitative data) or both?
…are you going to give legs to your research?

What action strategies could you employ to make the research and report as impactful as possible?

Who?
…are the stakeholders in the issue? Who has interest? Who is affected?
…needs to have their voice be heard?
…are you trying to influence? Who has power over the issue?
…is your target audience (community members, elected officials, media)?
…will collect your data?

Where?
…can you find the people you need to talk to get your data?
…can you find existing information that is relevant to your research?
…can you go for support and assistance (non-profits, universities, government agencies)?

Part II: Understanding the Research Methods (35 minutes)

Facilitator Instructions

1. Choose 3-4 methods that you think are the most relevant to your project (from Tool T2.1 PAR Menu of Methods).

2. Break the participants into 3-4 groups and assign one method that you've chosen to each group.

3. Pass out Tool T2.1 "PAR Menu of Methods" to each group.

4. Tell each group to read over the description for the method they have been assigned and give them 5-7 minutes to make up a skit for that method. Encourage them to be creative.

5. Have each small group perform their skit.

6. After each skit, facilitate a discussion with the full group. Ask the group: what did you see in the skit? What do you think are the pros and cons of that method for our work? Record the pros and cons list on butcher paper.

Part III: Decide Your Research Method (20 Minutes)

Facilitator Instructions

1. Place the butcher papers from each A2.2 activity next to each other at the focal point of the room.

2. First, ask a volunteer to read your responses to the "How" "Who" and "Where" questions from the first activity to remind everyone of your initial conversations.

3. Facilitate a discussion: now that we know more about each of the possible research methods, which methods align with the groups responses to the "How", "Who" and "Where" questions?

4. Make a decision about which method(s) make the most sense for your project. Record the methods you choose to put into your research workplan (see Tool 2.3).

Activity 2.3: Developing Your Research Plan and Timeline

Tools Needed
Tool 2.4: Research Timeline Template

Materials Needed
Butcher paper
Markers
Pens

Key Terms
Sample
Data Report Back
Policy Recommendation

Intended Audience
Members and Organizers that will be active in research process

Time Needed
1 hour

Purpose of Activity
This activity is designed to enable your research team to sit together and plan out the remaining steps of your research project. Through the activity, participants will devise a timeline that will map out all of the necessary steps in your project, and will specify who is going to be responsible for each step of the project. By the end of the activity you will have created a research timeline that you can use to guide the rest of your project.

By the End of this Activity Participants Will
- Map out all of the steps of your research project in a timeline
- Decide who is going to do what and when they are going to do it
- Create a system of accountability for your research project

Before this Activity Participants Will Need to
Have been introduced to the basics of Participatory Action Research (PAR)
Have created the research goals and questions for your project
Have decided on your research method

Part I: Creating Your Research Plan and Timeline (1 hour)

Facilitator Instructions

1. Before the meeting prepare the room.a. Prepare two pieces of butcher paper in advance;

Butcher Paper 1: a list of the main steps in PAR (listed below),

Butcher Paper 2: recreate the table below on large sheets of butcher paper big enough so that you can write in each box. Depending on the specifics of your project you may need to modify this table.

ACTIVITY 2.3
RESEARCH FOR ORGANIZING

Place the two pieces of butcher paper next to each other at the front of the room with the PAR steps to the left of the table.

Fill out the first three steps (Organizing Goal, Research Question, and Research Plan) in the table if you have already done them. Fill out any other steps that you have already discussed or figured out (for example you might have chosen someone to design the research instruments).

1. Introduce the activity; today we are going to create our research plan. By the end of the meeting we will have completed a timeline of the research steps and will have split up who will do what.

2. Describe the butcher paper sheets you have created and explain that you will be using these sheets to create your timeline.

3. Go through each of the PAR steps that you will use for your project and fill out the what, when and who of each step with participants.

4. After you've completed the table, take a moment to congratulate everyone as you have now finished the planning stages of your research project!

5. Keep all of the Butcher Paper sheets you created and use them to type up your Research Plan (see Tool 2.4 and T2.5: Template for Research Work Plan and Research Timeline Template).

Tool 2.1: Guiding Questions for Developing Research Goals and Questions

WHAT…
…is the social or policy change you want to bring about at the end of the day?
____
____

…are your organizing goals, and how can this research be helpful achieving these goals?
____
____

…information do you need to better understand and document the issues you are addressing?
____
____

WHY…
…is research useful or important for your organization?
____
____

… internally, to inform and assess needs in the community? YES NO

Explain
____

… externally, to mobilize and educate community members around an issue?
YES NO

Explain
____

…to support a specific policy campaign or influence policy and public debate around an issue?
YES NO

Explain
____

TOOL 2.1 RESEARCH FOR ORGANIZING

HOW…
… can you document or better understand the issue? Do you need "hard" numbers (quantitative data) or stories of personal experience (qualitative data)?
Quantitative   Qualitative   Both

… are you going to give legs to your research? What action strategies could you employ to make the research and report as effective as possible?

WHO…
… are the stakeholders in the issue? Who has interest, who is affected?

… needs their voice to be heard?

…are you trying to influence? Who has power over the issue?

…is your target audience (community members, elected officials, media)?

…will collect your data?

WHERE…
… can you go to for information and other existing data?

…can you go for support and assistance (non-profits, universities, government agencies)?

WHEN…
… is the right time to do research?

...in your campaign?
...in the political context?
...in your organization?

Tool 2.2: Guiding Questions for Choosing a Research Method

HOW…

… can you document or better understand the issue? Do you need "hard" numbers (quantitative data) or stories of personal experience (qualitative data)?

Quantitative Qualitative Both

____

____

… are you going to give legs to your research? What action strategies could you employ to make the research and report as effective as possible? ____________

____

____

WHO…

… are the stakeholders in the issue? Who has interest, who is affected?

____

____

… needs their voice to be heard?

____

____

…are you trying to influence? Who has power over the issue?

____

____

…is your target audience (community members, elected officials, media)?

____

____

…will collect your data?

____

____

WHERE…

… can you go to for information and other existing data?

____

____

…can you go for support and assistance (non-profits, universities, government agencies)?

____

____

WHEN…

… is the right time to do research? ______________________________

...in your campaign?______________________________________

…In the political context_ ________________________________

…In your organation?_____________________________________

Tool 2.3: Participatory Action Research (PAR) Menu of Methods

Surveys – Surveys ask specific questions and tend to include short answer, multiple-choice, and scaled-answer questions. Surveys can be done online, through the mail, and can be written and filled out in person. The most effective way to conduct surveys in support of organizing is in an in person "interview style" so that the surveyor can make personal connections with the respondent. Surveys are helpful for getting information or data from a wider group of people and are better for getting quantitative information like numbers, than they are for getting qualitative information, like people's stories. Surveys can be helpful when making policy demands because elected officials, policymakers and the media tend to respond to hard numbers.

Interviews – Interviews are guided conversations about a specific topic, are often done one-on-one, and tend to use open-ended questions in order to get in-depth explanations. Interviews are useful when you want to get more specific, detailed information than you would get from a survey and you want to get deeper into people's experiences and personal stories. Interviews are appropriate when dealing with sensitive or personal information that people may not be comfortable writing on a survey or sharing in a group setting (such as a focus group). Interviews can also assist the organizing outreach process because they facilitate one-to-one interaction, but they can be more time intensive then surveys.

Focus Groups – Are small group sessions (7-12 people) that are led by a facilitator in order to obtain opinions based on the research question. Like interviews, focus groups are good for getting qualitative data, and are an effective way to get people's personal stories, testimonies, and experiences from a group setting. They can also be useful for delving deeper into a specific issue or research question not fully addressed by another method. Focus groups can be useful in allowing participants to bounce ideas and stories off of each other. Due to the group setting, they can also be more challenging than interviews for discussing sensitive topics.

Community Mapping/Canvassing – Is a process of documenting and visually presenting trends or patterns in a given community. Community maps and canvassing can be used to document many physical, spatial dynamics of a neighborhood from new construction sites, to new luxury condos, to green spaces, to new businesses, to vacant lots, etc. This is an effective tool for tracking physical changes in a neighborhood, and specifically as a way to document the impact of gentrification on a neighborhood.

Community Visioning – Is a process where group of community members come together to develop an alternative vision or proposal for the future of their community. Visioning can be used to develop public policy demands and can be particularly useful when communities are working to impact the physical development of their community. This can also be useful for groups working to influence a particular issue or policy.

Mystery Shopping— Is a process where community members posing as customers call or visit businesses and document their experience and observations. Usually mystery shoppers have a specific set of criteria they are looking for when they visit or call a business. This is a good way to document employment practices, compliance with labor laws, and consumer fraud.

Secondary Data – Is data that comes from someone else's research. This is distinct from "primary data" which is original data that you collect through your own research in the field. Secondary data is helpful for getting background information that will complement the ground-level information that comes from people's experiences (primary data). It can also be helpful to do a bit of secondary data collection before you begin your primary data collection in order to focus your research questions and help you to develop your research instruments (such as surveys and interview guides). Secondary data can come from a variety of public and private sources, such as the U.S. Census Bureau, city and state agencies, research organizations and academic institutions.

Media Review – A systematic review of a certain number of news articles or clips from a variety of sources about a specific topic to uncover the most common words or themes that emerge. This can be used as background research to help inform your research design and can also be used on its own to give you data about how a specific issue is being presented or framed in the media.

Literature Review – This is a review of existing articles, academic studies or reports in order to find out what information already exists about the topic you are exploring. This can be part of your secondary research; can help inform your research questions and can help you identify gaps in research and information on a given issue.

Tool 2.4: Research Plan Template

Why is This Tool Useful?
This tool will help to document your research plan and methodology. It is also useful in developing a workplan, timeline and accountability mechanism for your project to make sure that each member of your research team is doing the work they have committed to doing and are keeping up with deadlines. This can also be helpful in putting together proposals for funding or other support because you will have all the information about your project in one place. Below is a template for a research plan. Sections can be shifted and deleted as needed.

Name of Organization(s):
Name of Research Project:
Date:

Background
This section should include some background information about the social issue that your research will address and/ or the campaign that your research will support.

Overview of project
This section should provide a brief overview of the research project including what issue you are addressing and why, what information you plan to collect, whom you are collecting the information from and how you are collecting information (See Tools 2.1 and 2.2).

Goals of project
This section should include a bulleted list of what you hope to achieve through doing this research project. Some examples include:

- To gather current and detailed data from our community.
- To develop skills and leadership of members.
- To build the base of members in our organization.
- To educate elected officials about our organization's campaign.

Research Questions
This should include a bulleted list of the overarching questions you hope to answer through your research. Research questions are different from survey or interview questions because they are broad and can help to guide the more specific questions you will ask in your surveys, interviews, focus groups, canvassing Tool, etc. Some examples include:

- What is the impact of poor housing conditions on residents of Chinatown?
- What types of benefits are workers getting and what are they not getting from their employers?
- How do various policies and procedures at methadone programs affect participant's access to methadone?
- What is the current state of luxury housing development in low-income communities of color in NYC?

Methodology/Research Components

This section should include all the methods you will use to answer your research questions along with a short description for each method. Below are some examples, but you should feel free to chose other methods (see Tool 2.3)

1. Short survey. This short survey will be focused on collecting updated and detailed data on x, y and z. The goal will be to collect 500 surveys. The surveys will be translated into Spanish and French languages and administered by members of our organization.

2. In Depth Interviews: Members and organizers will conduct in depth interviews with 5-10 workers in order to collect qualitative data about x and y and to show z.

3. Secondary Research: Members will conduct an analysis of current literature and data to support the findings from field research.

4. Media Review: Members will review 100 articles found in local newspapers in the last three years that include the word "public housing" in the headline. Researchers will identify the most prevalent words and themes in these articles.

Project Output

This section should include a few sentences about what you will create at the end of this project. This could be a report, a 1 or 2 page summary of your findings, a map, a video, etc.

How the PAR project will support community organizing

This section should explain how your research will support and be integrated into your organizing campaign. Will your research help with leadership development? Help to build your base? Help to garner media attention about a policy issue you are fighting for?

Timeline

This table should include all of the different tasks that you will need to complete for the research project, along with who will be responsible for completing the task and by what date. The tasks will differ depending on which methods you chose but Tool 2.5 will provide a template as a place to start.

Tool 2.5: Research Timeline Template

	What	When	Who
	What is the research task that needs to be done?	By when does it need to be complete?	Who will be the point person/ organization to make sure this task get done?
Develop Research Goals			
Develop Research Question(s)			
Choose Research Method(s) (i.e. survey, focus group, interviews, etc.)			
Create Research Plan			
Create Research Plan			
Design Research Instru-ments			
Select Your Sample			
Collect Your Data (based on research methods you chose)			
Enter Your Data			
Analyze Your Data			
Data Report Back			
Develop Policy Recom-mendations			
Package the Report for the Public/Develop Com-munications Plan			
Release the Report			

Section 3: Getting Your Data

This section includes activities and tools that will assist your organization in the process of collecting data. The section is split up by research method into five sub-sections that include: surveys, interviews, focus groups, community mapping/canvassing, and community visioning. Each subsection includes activities, tools, and a case study to guide your group through the process of developing research instruments, and preparing to go out into the community and collect data.

I) Surveys

Activity
A3.1: Survey Administration Training

Tools
T3.1: Survey Template
T3.2: Sample Rap for Surveying
T3.3: Tips for Conducting Surveys

Case Study
Domestic Workers United and CDP's Report: Domestic Workers and Collective Bargaining

II) Interviews

Activities
A3.2: Creating Effective Interview Questions
A3.3: Interview Role Play

Tools
T3.4: Tips For Creating Effective Interview Questions
T3.5: Interview Guide Template
T3.6: Informed Consent Form Template

Case Study
VOCAL-NY and CDP Report: Stuck in the System

III) Focus Groups

Activities
A3.5: Preparing for a Focus Group
A3.6: Facilitating a Focus Group

Tools
T3.7: Benefits and Challenges of Focus Groups
T3.8: Tips for Focus Group Facilitation
T3.9: Sample Focus Group Guide

Case Study
Right to the City National: "We Call These Projects Home"

IV) Community Mapping/Canvassing

Activity
A3.7: Planning for Community Mapping
A3.8: Community Mapping Training

Tools
T3.10: Description of Community Mapping Materials and Steps
T3.11: Sample Canvassing Sheet
T3.12 Sample Canvassing Training

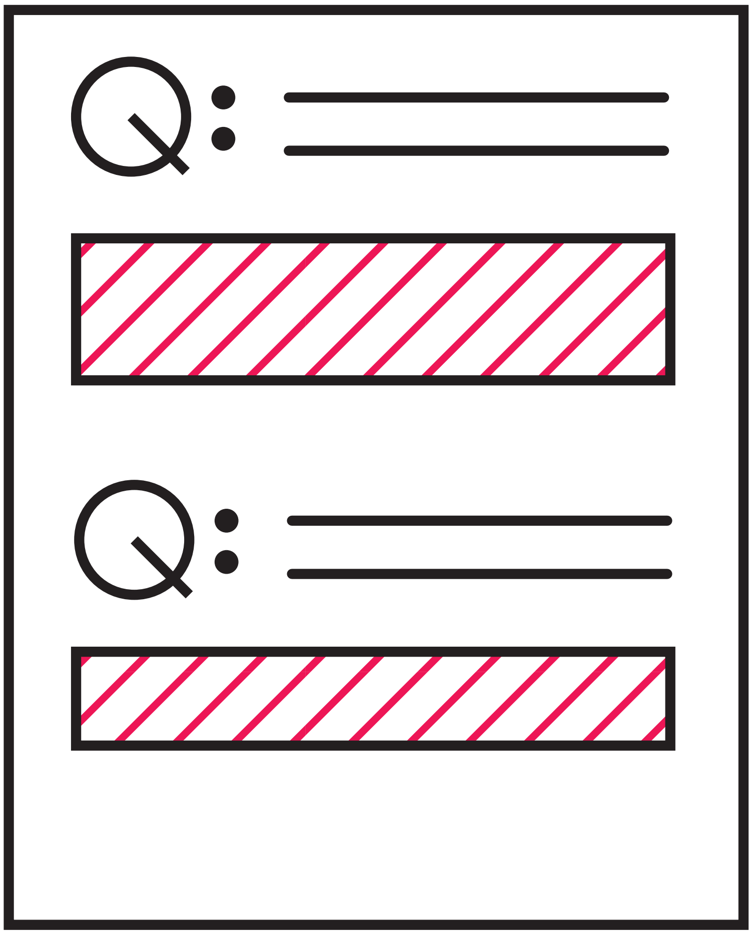
Case Study
Right to the City-NYC's Report: "People without Homes and Homes without People"

V) Community Visioning

Activity
A3.9: Community Timeline
A3.10: Our Vision, Our Neighborhood

Tools
T3.13: Our Neighborhood Activity Chart—Services & Programs
T3.14: Our Neighborhood Activity Chart—Businesses

RESEARCH FOR ORGANIZING



Surveys

Activity 3.1: Survey Administration Training

Materials Needed
Paper
Writing Utensils
Copies of the final survey (see Tool 3.1 for sample template)
Copies of rap for your survey outreach (see Tool 3.2 for sample)
List of "Key Terms" in your survey (see Tool 3.3)

Key Terms
Survey
Sample
Respondent
Rap

Intended Audience
Community members that will be conducting surveys

Time Needed
2.5 hours

Purpose of Activity
To make participants familiar with the survey instrument being used for your research project and to train surveyors on how to conduct the surveys.

By the end of Activity Participants will
- Understand how the survey fits in to the larger campaign
- Be familiar with research terms related to surveying
- Be familiar with the Survey instrument
- Understand all the key terms in the survey
- Understand who should be targeted to take the survey

Before this Activity Participants Will Need to
Have finalized the survey instrument

Part I: "Why are we doing this survey?" (15 minutes)

Facilitator Instructions

1. Ask a volunteer who's been consistently involved in the research project to describe the research project and how it fits into your organizing campaign.
2. Introduce how the survey fits into your research project.
3. Popcorn questions about how the survey is connected to organizing.

Part II: "Who are we targeting?" (15 minutes)

1. Review the terms "sample" and "respondent" with members.
2. Review the sample group you are targeting and get specific. What is the background of the core group that you are targeting? Why are we targeting this particular group of people? How do we know they have the information we need to collect? Discuss any issues that arise.
3. Discuss who you are NOT targeting and how to make sure you are surveying the right people.
4. Discuss what to do if surveyors approach someone that is not eligible for the survey. How do you make sure to still try to connect these people to your organizing work?

Part III: How To Approach People to Survey (20 minutes)

1. Handout copies of "the Rap" you have created for your surveyors.

2. Explain what a rap is: a script that you use to approach potential survey respondents. The rap should introduce yourself, your organization and why you are doing the survey. Read it through once as a group and answer any questions.

3. Have participants role play the rap in partners

4. Debrief

5. Discuss any issues that need special attention in doing outreach for the survey (confidentiality, discussing sensitive issues, etc.)

Part IV: Getting Familiar with the Survey (40 minutes)

1. Before the meeting, prepare a list of key terms that show up frequently in the survey that are specific to your campaign.

2. Give each participant a handout that includes:
a. The list of key terms
b. A copy of the survey
c. The "tips for surveying" handout (see Tool 3.3)

3. Go over the list of key terms with members, clarify any questions that arise.

4. Walk through the survey with the group and discuss how to use each part of it.

5. Next go over the general tips for surveying.

Part V: Test the Survey (45 minutes)

1. Break out in pairs and survey each other.

2. Come back to the big group to debrief and discuss the questions that are tricky.
a. Are there any questions that seemed hard to understand or explain?
b. Are there any words that are confusing or hard to read?
c. Are there directions in the survey that are confusing?

3. 3. Troubleshoot—brainstorm how to address some of the issues that came up.

Part VI: Wrap up check out (10 minutes)

1. Discuss questions, and concerns that came up throughout the day's activity.

2. Discuss next steps in conducting survey outreach.

Tool 3.1: Domestic Workers United Survey Template

Surveyor Name: ____________________________Date: _____________
Site of Survey: _____________________________ Borough: ________________

This survey is being conducted by Domestic Workers United, a city-wide alliance of domestic workers that have come together to gain respect and recognition for domestic workers, and to establish fair labor standards for our industry. We are an independent, nonprofit, non-governmental alliance. The purpose of this survey is to document working conditions for domestic workers. This information will help DWU to establish more rights and higher labor standards for domestic workers. All information is confidential and anonymous.

Opening Questions
These questions will ask you about your work as a domestic worker. If you are currently working, please answer the following questions about your current job(s). If you are unemployed, please answer the questions based on the most recent job(s) you had.

1. Are you currently employed as a domestic worker?

•Yes • No
(If No, ask #2, if Yes, skip to #3)

2. If you are unemployed, what month and year did your last job as a domestic worker end?

Mo_____Yr______

3. Which of the following tasks do/(did) you do at your job(s) as a domestic worker? (check all that apply)

• Childcare
• Baby-nursing
• Elderly companion
• Provide medication
• House cleaning
• Laundry and Ironing
• Cooking
• Running Errands
• Home repairs

4. Who pays/(paid) your salary?

• An agency • Family that I work for • Not Sure
• Other:_______________

5. In your last month of employment, how many different households did you do domestic work for, including part time jobs?

•1 •2 • 3 • 4 • 5 • 6
• More than 6

6. Are/were any of these jobs full time (40 or more hrs/week)?

•Yes • No

7. How many hours per week do/(did) you work in each household?

(Write down hours worked per week for each household, starting with (a) as the most hours and ending with the least)

a. Household 1_____hrs/wk d. Household 4_____hrs/wk
b. Household 2_____hrs/wk e. Household 5_____hrs/wk
c. Household 3_____hrs/wk f. Household 6_____hrs/wk

8. How many other workers, besides you, work in the household (s) where you work?

a. Household 1___# workers d. Household 4___# workers
b. Household 2___# workers e. Household 5___# workers
c. Household 3___# workers f. Household 6___# of workers

9. Are/(were) you a live-in employee for the household where you work(ed) the most hours?

•Yes/Live-in • No/Live-out

10. On average, how much do/ (did) you get paid per week for all of your domestic work jobs?

$_____dollars per week • Not Sure

Benefit Questions
For currently employed: Now I want you to think about the employer where you work the most hours.

For unemployed: Now I want you to think about your most recent employer, where you worked the most hours.

In the questions that come next, only answer for that employer.

SICK DAYS: First I'm going to ask you about sick days. These are days that you can take off of work because of illness or injury; if you need to go to the doctor or if you need to care for a family member that is ill or injured.

11. Do/ (did) you have an agreement with your employer about sick days?

•Yes • No • Not Sure
(If Yes, ask #12…If No or Not Sure, skip to 13)

12. If you made an agreement with your employer about sick days, was the agreement kept or broken?

- Agreement kept
- Agreement was broken
- Not sure
- N/A

13. In your last year of employment, did you take any sick days? (If yes, how many days did you take?)

•Yes____# of days • No • Not Sure

(If Yes, ask #14…If No or Not Sure, skip to 15)

14. Are/ (were) the sick days paid or unpaid?

•Paid • Unpaid • Both paid and unpaid • Not Sure

15. What is the maximum number of paid sick days that you can/(could) take per year? (if none, write zero)

___# of days • Not Sure • N/A

16. What is the maximum number of unpaid sick days that you can/(could) take per year? (if none, write zero)

___# of days • Not Sure • N/A

17. If you don't/(didn't) use your sick days in a certain amount of time, what happens?

- I get paid for the sick days I didn't use
- Days roll-over to the next year
- I lose the sick days
- Not Sure
- Other:______________________
- N/A

18. How comfortable or uncomfortable do/(did) you feel talking with your employer about sick days?

- Very Comfortable
- Comfortable
- Somewhat Comfortable
- Uncomfortable
- Very Uncomfortable
- Not Sure

19. In your last year of employment, how many times did you go to work, even though you were sick?

- Never
- 1-2 times
- 3-5 times
- More than 5 times
- Not Sure

Current Demographic Information (See Sample Demographic Questions for more options)

Age: • 20yrs or less • 21-31yrs •32-42yrs • 43-53yrs • 54-64yrs • 65yrs and older

Gender: • Female • Male • Transgender • Other:____________

Race/Ethnicity:
• African American • Caribbean • Latino/a • White
• South Asian • East Asian • Other:_____________

Do you have children?
• Yes •No

Number of children:
• 1 • 2 •3 • 4 • 5 • More than 5

Neighborhood(s)/ zip code where you work:______________________
zip code________________

Neighborhood/zip code where you live: __________________________
zip code________________

TOOL 3.2 RESEARCH FOR ORGANIZING

Tool 3.2: Sample Rap for Surveying

From Domestic Workers United Study:
Hi, my name is _____________ and I'm with Domestic Workers United. We are a group of domestic workers including nannies, housekeepers and elderly caregivers fighting for more rights and better working conditions.

Are you a domestic worker (or nanny, housekeeper or elderly caregiver?)

If No…probe a little to find out what they do and if they are not a domestic worker (hand them literature about DWU and thank them for their time)

If they are a domestic worker SAY…You may have heard about the recent law that just passed that gives more protections to domestic workers like a day of rest and the right to overtime pay.

Have you heard about it? (Briefly explain)
We are doing a brief survey today because we think there is more that can be done to make sure that we have more rights and better working conditions. We are going to write a report based on this survey to educate people about domestic workers and our industry. Do you have some time to answer a few questions about your work as a domestic worker? It should just take a few minutes.
Go into survey…

Tool 3.3: Tips for Conducting Surveys

General Surveying Tips

a. Make sure you fill out the information at the top of the survey (your name, site of survey, date, etc.).
b. Ask questions and give answer options word for word as they are written.
c. Ask questions in the order they appear in the survey.
d. Ask every question, unless the directions say to skip it.
e. Write down responses immediately after they are given.
f. Clearly mark your answers.

Tips for Using Your Surveys as an Organizing Tool

Surveying can be a useful tool to strengthen your community organizing and outreach efforts because it enables your organization to meet and discuss with new community members who might be interested in joining your cause. Below are some tips for how to use surveys as an organizing tool.

a. Make sure you have a clipboard with organizational contact sheets.
b. After you finish the survey ask the respondent if they've heard of your organization and if they'd like to get more involved.
c. Ask the respondent if they are interested in joining your efforts by becoming a surveyor and surveying others.
d. Whether or not the person is eligible to take your survey, make sure you get the person's contact information so you can follow up with them.

CASE STUDY 3.1

RESEARCH FOR ORGANIZING

Case Study: Domestic Workers United Research Project

Method Used
Survey

Background on Organization and Issue
Since 2000, Domestic Workers United (DWU), a community-based organization of 4000 nannies, housekeepers, and elder caregivers, has organized for power and fair labor standards, building a movement for change. In 2010, DWU's efforts culminated in a historic victory: New York became the first state in the nation to pass a Domestic Workers Bill of Rights.

This new law represents a momentous advance for New York's 200,000 domestic workers who have historically been excluded from state and federal labor laws. These workers will now be protected by new, basic labor standards. Despite these gains, the final version of the law did not include five critical benefits: paid sick days; paid personal days; paid vacation days; advance notice of termination; and severance pay.

Instead of passing these five benefits into law, the New York State Legislature commissioned the NYS Department of Labor (DOL) to complete a study on the feasibility of domestic workers' collectively bargaining for these benefits. As domestic workers are currently excluded from collective-bargaining laws, DWU wanted to document the need for the inclusion of domestic workers in collective bargaining laws and explore which models of collective bargaining would function best in this industry. DWU partnered with the Urban Justice Center's Community Development Project to conduct this research.

Below is a description of the DWU Collective Bargaining Research Project, based on the Participatory Action Research guiding framework (see Tool 2.1 and 2.2).

WHAT....

Were the Organizing Goals connected to this research?
- To increase workplace standards for domestic workers.
- To secure paid sick, vacation, personal days and notice of termination and severance pay for domestic workers.
- To end the exclusion of domestic workers from the State Labor Relations Act, the law that governs collective bargaining.
- To build the power of domestic workers.
- Overall questions did DWU want to answer through their research?
- What benefits are domestic workers in NYC receiving from their employers?
- How do domestic workers fare in negotiating with their employers to secure benefits?
- What challenges do domestic workers face when attempting to negotiate the terms of their employment?
- Which models of collective bargaining would enable domestic workers to gain additional workplace rights and benefits?
- What are the particular challenges domestic workers will face in collective bargaining?
- Information did DWU need to collect to answer these research questions?
- The types and amounts of benefits that domestic workers currently receive.

CASE STUDY 3 1 RESEARCH FOR ORGANIZING

- The number or percentage of domestic workers in NYC that currently have the benefits that were excluded from the Bill of Rights.
- The types of agreements domestic workers have with their employers.
- Stories from domestic workers about how they negotiate with their employers to secure benefits.
- Stories from employers about how they negotiate with their domestic workers to set terms of employment.
- Models of collective bargaining in other industries that could work for privately employed domestic workers.

WHY….

Is this research useful or important for DWU?

- Internally: The research was used to educate DWU members about collective bargaining and to strengthen DWU's base building and leadership development efforts. It also gave domestic workers and employers the opportunity to tell their stories.
- Externally: It was used to influence the Department of Labor's feasibility study and to educate other elected officials and policy makers about collective bargaining for domestic workers. It was also used to collect new data about the industry.

WHO…

Are the Stakeholders in this Issue?

The stakeholders included the 200,000 domestic workers in the U.S. and millions more across the country; the employers of domestic workers; and other low-wage and excluded workers that could benefit from the gains made by domestic workers.

Is DWU trying to influence?

The New York State Legislature; the NYS Department of Labor, the NYS Governor.

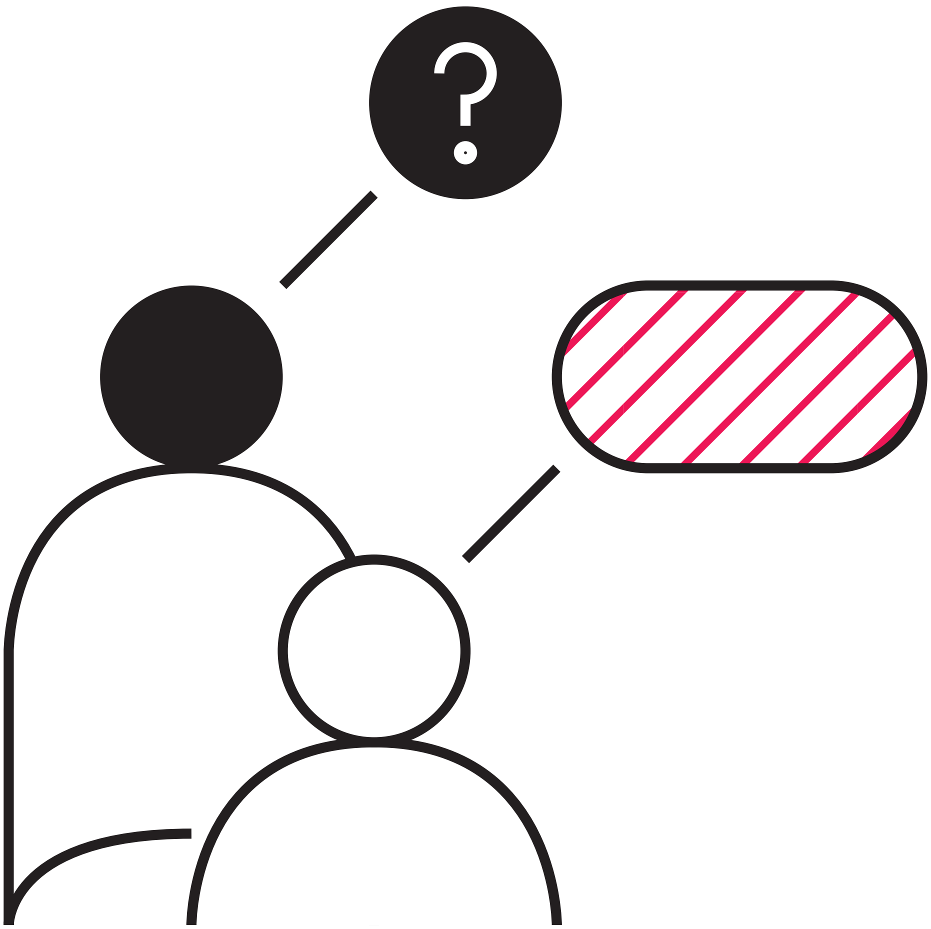
HOW…

Did DWU gather information (what methods did they use)?

DWU decided that they wanted hard numbers to make the case to the DOL and legislature that domestic workers were in need of collective standards. DWU members conducted 500 surveys with domestic workers in order to collect information about the types and levels of benefits domestic workers receive and to document the ability of domestic workers to negotiate with their employers for benefits. DWU also conducted a few in depth interviews with workers and employers in order to have some additional stories that could support and flesh out the survey data.

How Research Supported DWU's Organizing Efforts

The report was released and submitted to the Department of Labor the week prior to the DOL's deadline to complete their feasibility study. DWU and CDP held a policy briefing to release the report where domestic workers, employers, elected officials and allies presented on the research findings and DWU's recommendations. When the DOL released its feasibility study and presented it to the NYS legislature, it included many of DWU's recommendations, and concluded that Domestic Workers should be included in the right to collectively bargaining.



Interviews

ACTIVITY 3.2 RESEARCH FOR ORGANIZING

Activity 3.2: Creating Effective Interview Questions

Tools Needed
T 3.4: Tips For Creating Effective Interview Questions

Materials Needed
Butcher Paper
Markers

Key Terms
Interview Questions
Interview Guide
Open Ended Questions
Closed Ended Questions

Intended Participants
Members and Staff of your Organization

Time Needed
1 Hour, 15 minutes

Purpose of Activity
This activity is designed to guide your group through the process of creating effective interview questions. First participants will learn how to create open ended vs. close ended questions, and will review other interview question tips. Then your group will brainstorm interview questions to use in your interview guide.

By the end of Activity Participants Will
- Understand the difference between close-ended vs. open ended questions
- Understand how to create effective interview questions
- Develop a list of interview questions to use in your interview guide

Before this Activity Participants Will Need to
Be updated about your organization's research plan and timeline
Understand how interviews fit into your overall research project

Part I: Introducing Open vs. Closed Ended Questions (20 minutes)

Facilitator Instructions

1. Explain to the group that today we will be creating an interview guide to use in our research, but before we do that we are going to review some important tips that will help us design good questions for our guide.

2. Introduce the group to the concept of open vs. closed-ended questions. Describe that interviews are meant to inspire stories and conversation, so usually we want to avoid asking questions that can be answered by just a few words (closed ended questions).

3. Ask for an example of a closed ended question from the group. If you need to, give an example: "If you ask "do you like living here?" How will people usually answer? With a yes or no." How could you change that question to get a more thorough response: "What do you like and dislike about living here?"

4. Next ask participants to work in partners, and ask them to create three examples of closed- ended questions vs. open-ended questions that they might ask their neighbors if they wanted to learn about their landlord. Give participants 5 minutes to create questions.

5. While participants are writing questions, prepare two sheets of butcher paper with "open- ended questions" and "closed-ended questions" written at the top of the two sheets.

6. Ask participants to share the questions they came up with and record them on the two sheets of butcher paper.

ACTIVITY 3.2 RESEARCH FOR ORGANIZING

Part II: Interview Tips (25 minutes)

Facilitator Instructions

1. Handout the Tips For Creating Effective Interview Questions sheet (Tool 3.4) to everyone.

2. Go through the interview tips as a big group, be sure to cover:

a. Using "how" questions vs. "why" questions.
b. How to use clarification questions and probing questions.

3. Go through the "Questions to Avoid" section as a big group and clarify the following:

a. How to avoid leading questions.
b. How to avoid using loaded terms.
c. How to avoid using questions with multiple elements.

4. Discuss any other questions that arise from the handout.

Part III: Brainstorming Questions (35 minutes)

Facilitator Instructions

1. Before the meeting, write your research questions (Activity 2.1 "Developing Research Goals and Questions") on butcher paper, along with 3 or 4 key categories of information you need to collect in order to answer your research questions.

For example: From the VOCAL-NY Case study, the categories would be:

- Syringe Exchange Programs
- Police harassment
- Access to clean syringes
- Experience with harm reduction programs

2. Explain that this next activity is for you to brainstorm interview questions to use in your interview guide.

3. Ask a participant to remind the group about the main difference between open-ended and closed ended questions. If the group does not know, explain again.

4. Next split into 3 or 4 groups (depending on how many categories of info you need) and give each group one category. Make sure each group has pen and paper, and ask for each group to have a note-taker.

5. Give each group 5-7 minutes to brainstorm questions.

6. Have each group share their questions with the larger group, flag the questions that are closed-ended, leading, or have multiple elements as you go, and record on butcher paper.

7. Debrief. Which questions can be used for interview guide? Which are less effective? Why? What questions are similar? What themes are developing?

8. After the training: type up the questions as a first draft of your interview guide (see Tool 3.5: Interview Guide Template for guidance).

Activity 3.3: Interview Role Play

Materials Needed
Butcher Paper
Markers
Pen
Paper
Interview Guide
Recording device and extra batteries

Key Terms
Interview Questions
Interview Guide

Intended Participants
Members and Staff of your Organization

Time Needed
1 Hour and 15 Minutes

Purpose of Activity
This activity will prepare participants to conduct interviews. Participants will become more familiar with the interview guide by practicing it with each other. This will also enable you to test out and adjust the interview guide if necessary.

By the end of Activity Participants Will
- Practice how to conduct an interview
- Review tips and questions for interviews
- Get familiar with and troubleshoot the interview guide for your project

Before this Activity Participants Will Need to
Have created interview questions and a draft interview guide for your project
Understand how interviews fit into your overall research project

Part I: Review interview tips (20 minutes)

Facilitator Instructions

1. Before the meeting, prepare butcher paper with a column of dos and don'ts

2. Introduce goal: to troubleshoot a few "what if" scenarios related to the interviews. Go through each scenario and record dos and don'ts that the group comes up with on butcher paper. Go over the scenarios below and any others that are particular to your interview:

a. What if the interviewee doesn't want to respond to a question
b. What to do with the "I don't know" response
c. How to deal with sensitive or personal information
d. How to probe for additional information
e. Debrief

Part II: Interview Role Play (50 minutes)

Facilitator Instructions

1. Give each participant a copy of the interview guide that you have created. Describe the goals of the activity (to practice interviewing skills), and address any questions that come up.

2. Teach participants how to use tape recorders or whatever technology you plan to use to record the interviews.

3. Split the group up into pairs and instruct them to interview each other. Give each person 10-15 minutes to interview each other, then switch. Encourage participants to write down any questions that come up during the interview process.

4. Bring the group back together and ask about issues that came up during the role play. Are there any questions that were troublesome? Do any questions need to be changed? Are there any other issues that came up? Record responses on butcher paper.

Tool 3.4: Tips for Creating Effective Interview Questions

Open Ended vs. Closed-Ended Questions

- Questions that can be answered with a yes or no or one-word answer are closed-ended questions, and should generally be avoided in interviews. This is because they do not encourage an in-depth response nor will they illicit rich stories and experiences that you aim to collect through interviews.

- Examples of closed-ended questions:
  - How long have you lived in your apartment?
  - Do you like your landlord?
  - Have you talked to your neighbors about your landlord?

- In general, open-ended questions that encourage respondents to describe feelings and tell stories make better interview questions.

- Examples of open-ended questions:
  - What are some of your concerns about your apartment?
  - In what ways does your landlord respond to your needs and concerns?
  - How do you feel about your landlord?

Interview Tips

- Use "how" questions vs. "why" questions when you are seeking descriptions and detailed information. Asking "why" questions often leads to justifications rather than descriptions. "Why" questions are useful for organizing purposes and can agitate or provoke. "How" questions tell you more detailed information and are good for your interviews.

- Clarification or Probing questions are useful to use when your respondent is discussing something important that you want more information about, or when you are unsure of what they are saying and need clarification. Examples of clarification questions include:
  - What do you mean by____?
  - Can you be more specific about____?
  - When you said____, what does that look like? Can you give me some examples?

Questions To Avoid

- Leading Questions are questions that lead interviews to a particular response. Instead of responding with their true opinions, interviewees may respond with what they think you want to hear. For example:
  - Don't you think that mold in your walls contributes to health problems like asthma or illness?

- Avoiding Questions with Multiple Elements. Questions that are excessively long and contain multiple elements are confusing and hard to respond to. Interviewees may not know which part of the question to address. For example:
  - How has your landlord responded to tenant's concerns? Have city authorities supported or ignored you? What role should city authorities play in your dealings with your landlord?

TOOL 3.5 RESEARCH FOR ORGANIZING

Tool 3.5: Interview Guide Template

NYCAHN/VOCAL – Syringe Access Advocacy Report
UJC/CDP Research and Policy Initiative
Interview Transcription Guide

Interview # _______________

Notes by _________________; date _________________

Section I: Introduction

1. Explain who you are, who VOCAL is and why you are conducting this research.

2. Any questions/comments before we start?

Section II: Background
We'll start with some background information about you and about syringe access.

3. Tell me a little about yourself:

4. What do you know about people being arrested for having syringes in NYC?

Section III: Experience with police around syringe possession
Next, we'll talk about your experience and knowledge about people that have been arrested for carrying syringes. …

5. How do you feel about how the police treats people that carry syringes?

6. What has your experience been with the police? Tell me about what happened:

7. How did the experience impact you?

Section IV: Personal narrative regarding syringe use
The next section looks at your personal story of using syringes and SEP/ESAPs.

8. Tell me about your experience as someone who uses syringes:

9. Tell me about your experience with a syringe exchange program?

Section VI: Vision for change
We have one final section, a chance for you to make recommendations to improve the situation with syringe access and police harassment of syringe users.

10. What specifically could be done to improve the situations we've discussed today?

TOOL 3.6 RESEARCH FOR ORGANIZING

Tool 3.6: Interview Informed Consent Form Template

Please consider this information carefully before deciding whether or not to participate in this research.

Purpose of the research:
[Insert a few sentences about the purpose of conducting the research.]
What you will do in this research:
[Insert a few sentences to explain to the participant how they will be participating in the research. For example: You will participate in a personal one on one interview where you will be asked to answer various questions about your experience as someone that works in a fine dining restaurant].

Time required:
[Insert how long the interview will take.}

Risks:
Insert any anticipated risks associated with the research. If there are none, write: there are no anticipated risks associated with participating in this study. Your name and any other identifying information will NOT be shared with anyone.

Benefits:
Write any benefits that will be gained through this research. For example, at the end of the study we will write a report, which will document your experiences as well the experiences of all of the other restaurant workers who participate in the study. The report will provide important information on the restaurant industry and what can be improved to make the industry work better for you other members of your organization.

Compensation:
If you are providing compensation for participation, include the amount here.

Confidentiality:
Your participation in this study will remain confidential, and your identity will not be stored with your data. Your responses will be assigned a code number, and the list connecting your name with this number will be kept in a locked room and will be destroyed once all the data have been collected and analyzed. Additionally, when quoting interviews, we will simply refer to the quoted individual as "participant #1 (with a random numerical assignment to each participant) so that the person will not be identifiable as working for a particular vendor and the person themselves will not be identified either.

Participation and withdrawal:
Your participation in this study is completely voluntary, and you may withdraw at any time without penalty. You may withdraw by informing the researcher that you no longer wish to participate (no questions will be asked).

Contact:
If you have questions about this research, please contact __________________ at________________________.

Agreement:
The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Signature: ________________________________

Date: _______________

Name (print):____

CASE STUDY 3.2 RESEARCH FOR ORGANIZING

Case Study for Using Interviews: VOCAL-NY Syringe Access Report

Method Used
Interviews

Background on Organization and Issue

Voices of Community Activists and Leaders (VOCAL-New York), formerly New York City AIDS Housing Network (NYCAHN), is a statewide grassroots membership organization building power among low-income people who are living with and affected by HIV/AIDS, drug use and incarceration, to create healthy and just communities. VOCAL accomplishes this through community organizing, leadership development, participatory research, public education and direct action.

New York has led the nation in reducing HIV transmission among injection drug users (IDUs) through various syringe access efforts, including syringe exchange programs (SEPs) and the Expanded Syringe Access Program (ESAP) initiative. These lawful programs, which allow properly documented participants to possess sterile or used syringes, reduce the spread of HIV and other blood borne illnesses and improve overall public health. However, for years, the New York State Penal code did not recognize the Public Health Law exemptions that allow SEP's to operate and consequently, many lawful SEP participants were subjected to harassment, arrest or even incarceration, significantly reducing the effectiveness of these programs.

Members of VOCAL identified syringe access and safe disposal as a priority issue in early 2008 after many reported being harassed and sometimes arrested for lawful syringe possession when stopped and searched by the police. More than just an annoyance, VOCAL leaders suspected that the Penal Code and law enforcement practices increased the risk of HIV and HCV transmission because drug injectors may be afraid to use syringe access and disposal programs. In order to thoroughly and accurately describe the impact of current policies and practices, VOCAL members decided to conduct a research project, led by users, to document these problems and develop grassroots solutions.

Below is a description of the VOCAL-NY syringe access research project, based on the Participatory Action Research guiding framework (see Tool 2.1 and 2.2).

WHAT….

Were the Organizing Goals connected to this research?

- To expand access to sterile syringes, encourage proper disposal of used syringes, and improve health outcomes for drug users in New York State.
- To pass state legislation that would align the NYS Public Health Law with the Penal Code, more clearly ending the criminalization of syringe possession.
- To humanize and build the power of drug users in NYS.
- To educate lawmakers, law enforcement and other parts of the justice system about the importance of syringe access in improving public health and safety.

Overall questions did VOCAL want to answer through their research?

- What experiences do SEP participants have with police in relation to possessing new and used syringes?
- What impact do the practices of law enforcement have on drug users access to clean syringes and ability to safely dispose of used syringes?
- What are the experiences of drug users with harm reduction programs?
- How are the practices of law enforcement towards drug users related to patterns of gentrification in New York City?
- Information did VOCAL need to collect to answer these research questions?
- Stories from participants in Syringe Access Programs to document the need to expand syringe access.
- Stories from participants in Syringe Access Programs to show the negative effect of police practices on access to syringes.
- Secondary data about police practices and syringe access to support participant's stories.

WHY….

Is this research useful or important for VOCAL?

- Internally: to develop the leadership of VOCAL members by deepening their understanding of policy related to syringe access and training them in research methods; to build the base of VOCAL members through outreach; allow VOCAL members a space to tell their stories and share their experiences.
- Externally: to educate law makers, law enforcement, public health officials and others about the impact of police practices on access to syringes and safe disposal; to get media attention towards the need for syringe access; to pass legislation reconciling the NYS Penal Code with the Public Health Law regarding possession of new and used syringes.

WHO…

Are the Stakeholders in this Issue?

- Drug users, participants in Syringe Access Programs, public health practitioners and agencies working to decrease the spread of HIV, Hepatitis C and other blood borne illnesses (SEPs, ESAPs, etc).

Was VOCAL trying to influence?

- Members of the NYS Assembly and Senate, the NYS governor, NYS Division of Criminal Justice Services and all NYS policing agencies, NYS prosecutors, the NYS Department of Health and Mental Hygiene and the NYC Mayor.

HOW…

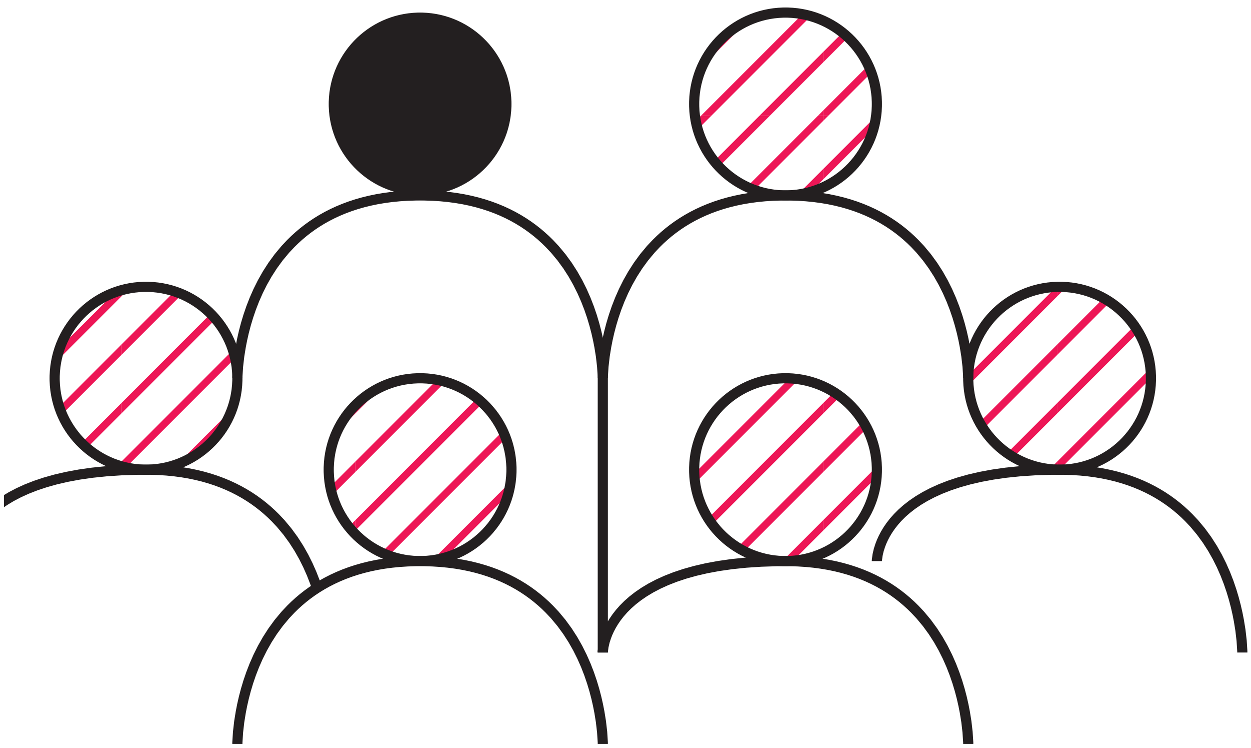
Did VOCAL gather information (what methods did they use)?

- VOCAL used one on one interviews to capture the stories and experiences of Syringe Access Program participants. This method was chosen because of the personal nature of the information that was discussed and the stigma that surrounds injection drug use. It was also important that current and former drug users were trained to conduct the interviews, to make those being interviewed more comfortable when discussing their drug use and interactions with the police.

How Research Supported VOCAL's Organizing Efforts

In 2010, The Syringe Access bill AB8396/SB5620, sponsored by Assembly Members Richard Gottfried and Joseph Lentol and Senators Tom Duane and Eric Schneiderman, passed both houses of the NYS legislature and was signed into law by Governor Paterson. The bill finally aligns the Penal Code with the Public Health Law nearly twenty years after syringe access first became legal in New York, which will reduce both police harassment and unlawful arrest of drug injectors who carry new and used syringes. VOCAL members engaged in consistent advocacy to pass this bill, including regular visits to Albany. The syringe report and the stories and data it includes were used as a part of this advocacy strategy and provided evidence of the need for and importance of this legislation.

Read the report here: http://www.cdp-ny.org/report/Stuck_in_the_System.pdf



Focus Groups

Activity 3.4: Preparing for a Focus Group

Materials Needed
Butcher Paper
Markers
Butcher Paper with list of Research Goals and Research Questions

Key Terms
Focus Group
Focus Group Guide
Facilitator
Qualitative Data

Time Needed
1 Hour

Purpose of Activity
This activity is designed to educate participants about the basics of focus groups, focus group guides, and how to devise effective focus group questions.

By the End of Activity Participants Will
- Learn the basics of setting up and conducting focus groups
- Develop questions for a focus group guide

Before this Activity Participants Will Need to
Have determined your research goals and research questions
Have decided on your research method

Part I: Background on Focus Groups (30 minutes)

What is a Focus Group?

Facilitator Instructions

1. Go around the room and ask people what they know about focus groups. Write answers on butcher paper.

2. Compare what people came up with, with the definition below. Make sure each piece of the definition is covered.

Focus Group Definition
A focus group is a guided discussion, led by a well-prepared facilitator where the participants will answer a set of questions. Focus groups are generally recorded and the answers that the participants provide are used as qualitative data in a final report. Qualitative data are stories or in depth ideas about a topic, rather than numbers and statistics.

3. Next have participants brainstorm goals for focus groups and record their responses on butcher paper, add any of the goals below that were missed.

   Focus Group Goals
   - To collect in depth ideas and explanations from a specific group of people;
   - To have participants answer a specific set of questions to gather qualitative data;
   - To collect clear recordings or notes of the focus groups that can be transcribed and then analyzed;
   - To deepen the engagement of focus group participants in the research process and the organization's campaigns.

4. Split participants into small groups of 3-4.

5. Ask each small group to think of benefits and challenges of using focus groups to gather data. Make sure each group records their list on butcher paper and is prepared to share it with the rest of the group.

6. Have each small group share their list benefits and challenges with the big group.

7. Compare the list of benefits and challenges with those listed in the Tool 3.7 Benefits and Challenges of Using Focus Groups for additional ideas.

Part II. Developing Focus Group Questions (30 minutes)

Facilitator Instructions

1. Introduce the activity: the purpose of this activity is to provide information about how to develop good questions for a focus group guide. Let the participants know that by the end of the activity they will have brainstormed questions for your Focus Group Guide.

2. Describe what a Focus Group Guide is:

   Focus Group Guide: is a guided set of questions, organized into sections that will help the facilitator to lead the discussion and ensure that he/she is able to collect the information needed for the research project. The guide should help the facilitator to stay on topic but should not be used as a word for word script.

3. Explain: before you brainstorm questions for your focus group guide, you are going to review some tips about what makes a good question for a focus group. Review the tips below and post them somewhere in the room for participants to refer to later.

   Good Questions for Focus Groups…
   - Are open-ended
   - Sound conversational
   - Are easy to say
   - Are clear and simple
   - Are short and to the point
   - Include clear directions

4. Next refresh participants on the goals of your project/campaign, research questions, and who will participate in your focus group. Post this information on butcher paper so participants can refer back to them as needed.

5. Next ask the group to brainstorm categories of questions for your focus group, based on your research goals and questions provide one example to start the discussion (For example, if your research is focused on public housing, one section of category of questions could be about policing and another about repairs).

6. After the brainstorm, sum up what was said and create 3-4 categories for questions.

7. Split participants into small groups. Give each group a different category.

8. Ask each small group to designate a facilitator to lead the discussion and take notes. Give each small group pen and paper and ask them to brainstorm questions for the focus group for their category.

9. Come back together as a big group and ask each group to share their questions. Record them on butcher paper.

10. Explain that these questions can be used to develop your focus group guide.

11. After the training, type the questions and use as a starting point for your focus group guide (see Tool 3.9 for a sample focus group guide).

Activity 3.5: Facilitating a Focus Group

Tools Needed
Tool 3.7: Benefits and Challenges of Using Focus Groups
Tool 3.8: Tips for Focus Group Facilitation

Materials Needed
Butcher Paper
Markers
Draft focus group guide
Flip chart with focus group questions written out
Butcher paper with sample ground rules written out
Digital Voice Recorder
Pieces of paper with different roles for focus group participants

Time Needed
2 hours

Purpose of Activity
This activity will give participants a chance to practice facilitating a focus group. It will also allow the participants to become familiar with the focus group guide and to identify common challenges in facilitating a focus group.

Goals
To practice leading and guiding the focus group discussion
To test focus group questions for flow and clarity

Part I: Running Your Focus Group (35 minutes)

Facilitator Instructions

1. Facilitator should briefly go through "Benefits and Challenges of Using Focus Groups" (Tool 3.7).
2. Next, review "Tips for Focus Group Facilitation" (Tool 3.8), answering questions and clarifying as needed.
3. Finally, walk participants through the focus group guide, making sure to explain each section and read all focus group questions out loud.

Part II. Mock Focus Group (1 hour)

Facilitator Instructions

1. Before the training, prepare slips of paper with the following roles for the focus group participants (each role presents a common challenge for focus group facilitation):

   "The Debater:" Disagrees with other participants and tries to turn the conversation into a debate.

   "The Wanderer:" Brings up different topics, unrelated to the focus group questions.

   "The Quiet One:" Gives short answers with one or two words and does not elaborate.

   "The Talker:" Dominates the conversation, interrupts other participants.

   "The Counselor:" Tries to help others fix their problems, providing specific advice.

   "The Disrupter:" Answers cell phone and/or gets up in the middle of the conversation to go to the bathroom or take a call.

2. Choose someone to be the facilitator. Everyone else will be the focus group participants.

3. Ask the facilitator to leave the room for a few moments.

4. Hand each participant the slip of paper that specifies which "role" they will play. Ask each participant to play that role during the mock focus group. Answer any questions about the different roles.

NOTE: In addition to the "roles" you may also want to create "characters" for the participants to play. For example, if your focus group participants are public housing residents, you could have people create the following characters: someone who has been threatened with eviction, someone that has been waiting for over a year for a repair; and someone who feels like the tenant association doesn't represent their concerns. This may help to put participants at ease and ensure a variety of issues for the facilitator to address.

5. Set the room up as if you were having a focus group. Participants should sit in a circle, close enough that the recorder can pick up all of their voices.

6. Put the flip chart with focus group questions in a place that all participants can see.

7. Explain that the facilitator is going to lead the group through a mini-focus group using the focus group guide we have created for our project.

8. Begin focus group. Depending on time, go through all or some of the guide. Be sure to keep track of time so that facilitators can practice keeping on schedule.

9. Afterward, debrief for 10 minutes by asking participants to provide feedback on the mock focus group as well as the workshop as a whole. Use the questions below:

Feedback/Debrief on Mock Focus Group Questions

- What worked or was challenging for the facilitator?
- How easy is it to ask the questions?
- Do the questions seem clear and easy to understand?
- Do the questions flow easily from one topic to another?
- How can the questions/process be improved?
- Is the facilitator doing a good job in asking follow-up questions? What are some suggestions you have for improvement?

Tool 3.7: Benefits and Challenges of Using Focus Groups

Focus Group Definition
A focus group is a guided discussion, led by a well-prepared facilitator where the participants will answer a set of questions. Focus groups are generally recorded and the answers that the participants provide are used as qualitative data in a final report. Qualitative data are stories or in depth ideas about a topic, rather than numbers and statistics.

Focus Group Goals
- To collect in depth ideas and explanations from a specific group of people;
- To have participants answer a specific set of questions to gather qualitative data;
- To collect clear recordings or notes of the focus groups that can be transcribed and then analyzed;
- To deepen the engagement of the participants in the research process and the organization's campaigns.

Benefits
- Focus groups are used when you need more than just numbers or statistics to answer your research questions. They are used to gather more detailed information such as stories or in depth solutions to problems.
- They are also a good public education and organizing tool. They can help bring potential members into your organization and to allow people to see that they don't just have isolated problems.
- Focus groups are used when you want to talk to several people at once about experiences with the same issues. In group settings, participants often build off each other and can often come up with more creative ideas and solutions than they would have individually. On the other hand, interviews are used to gather in depth information from just one person.

Challenges
- Sometimes people will not be as honest in a group of people as they would be one-on-one.
- People may think that the focus group is an opportunity to air their grievances about a particular issue or provide support or advice to one another rather than a time to answer specific questions.
- People may also think it is a time to debate an issue rather than allowing everyone to express their own ideas.
- If people come into your organization through a focus group, they may think that all meetings in your organization are research based rather than action based.

TOOL 3.8 RESEARCH FOR ORGANIZING

Tool 3.8: Tips for Focus Group Facilitation

Checklist of Materials Needed For a Focus Group
- A notepad and pens or laptop for note-taking
- A flip chart, markers, tape for group activities
- Informed Consent forms
- Sign in form
- Extra pens for participants to sign consent forms
- Focus group guide
- Name tags
- Brief demographic questionnaires

Recording equipment
- Digital recorder
- Sound storage discs/tapes/cards
- Extension cord
- Extra batteries

Room Setup Checklist
- Room with minimal background noise / traffic
- Chairs set up in a circle
- If recording, table for the equipment

Logistics Checklist
- Secure and set up space, food, transportation, childcare and any other onsite needs.
- If recording, test the equipment. Be comfortable and familiar with equipment.
- Hand questionnaire to participants to fill out and collect before you begin.

Roles Needed For the Focus Group
1) Facilitator: asks questions and guides the discussion. Should be well-trained and comfortable facilitating group discussions. Should also be very familiar with the issue that is being discussed.

2) Note-taker/Facilitator support: should be good listener and able to quickly and accurately record what is being said. Should have good typing skills. Should be familiar with the recording equipment if you are planning to record the focus group session. Should support the facilitator during the session with any logistical tasks such as collecting consent forms.

3) Interpreter/Translator (if needed): Should ideally be experienced as an interpreter, should be somewhat familiar with the issue of focus.

Tips for During/After the Focus Groups
- Everyone must sign consent forms before starting focus groups;
- Set aside more than enough time for the running of the group;
- Make sure you tell people that they must attend the entire focus group;
- If recording, immediately after the focus groups, make sure the recording has worked. Press Save if your recorder requires that;
- Type up any notes taken;
- Transcribe recording (if recorded);
- Analysis of Focus Group transcripts (more info in data analysis training).

Tool 3.8: Tips for Focus Group Facilitation

Checklist of Materials Needed For a Focus Group

- A notepad and pens or laptop for note-taking
- A flip chart, markers, tape for group activities
- Informed Consent forms
- Sign in form
- Extra pens for participants to sign consent forms
- Focus group guide
- Name tags
- Brief demographic questionnaires

Recording equipment

- Digital recorder
- Sound storage discs/tapes/cards
- Extension cord
- Extra batteries

Room Setup Checklist

- Room with minimal background noise / traffic
- Chairs set up in a circle
- If recording, table for the equipment

Logistics Checklist

- Secure and set up space, food, transportation, childcare and any other onsite needs.
- If recording, test the equipment. Be comfortable and familiar with equipment.
- Hand questionnaire to participants to fill out and collect before you begin.

Roles Needed For the Focus Group

1) Facilitator: asks questions and guides the discussion. Should be well-trained and comfortable facilitating group discussions. Should also be very familiar with the issue that is being discussed.

2) Note-taker/Facilitator support: should be good listener and able to quickly and accurately record what is being said. Should have good typing skills. Should be familiar with the recording equipment if you are planning to record the focus group session. Should support the facilitator during the session with any logistical tasks such as collecting consent forms.

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Tips for During/After the Focus Groups

- Everyone must sign consent forms before starting focus groups;
- Set aside more than enough time for the running of the group;
- Make sure you tell people that they must attend the entire focus group;
- If recording, immediately after the focus groups, make sure the recording has worked. Press Save if your recorder requires that;
- Type up any notes taken;
- Transcribe recording (if recorded);
- Analysis of Focus Group transcripts (more info in data analysis training).

TOOL 3.9 RESEARCH FOR ORGANIZING

Tool 3.9: Sample Focus Group Guide

VOCAL MMTP Focus Group Guide
(2 ½ hours)

Facilitator Note: This focus group guide is split into different sections. Each section has a rough time allotment and a brief italicized introduction to make participants familiar with the topic, followed by a set of questions for you to ask. You should start each section by reviewing the introduction and then asking participants to answer the questions. Each section has one or more main question along with follow up questions. You do not need to read the script verbatim. Feel free to use your own words and be natural and conversational.
Welcome and Overview (5 minutes)
Hello everyone. Thank you for coming out today. My name is _____ and I work with VOCAL and the New York City AIDS Housing Network. You're here today so that we can hear from you about your experiences with methadone clinics in New York City and your suggestions for how methadone programs can be improved.

Have you any of you heard of VOCAL before? (Pause. If yes, then…)

- What have you heard?
- What do you know?
- For those of you who haven't heard of us, VOCAL and NYCAHN is a community-based organization, led by low-income people who are living with HIV/AIDS, former and active drug users and formerly incarcerated.
- Based in part on what we learn from you today, and a survey we have been doing for the past couple of months, we'll be writing a report about how to improve methadone maintenance programs in New York City.
- The report will be used to fight for improvements to Methadone programs.
- You should be aware that we will not use your name in the report unless you want us to and we will ask you to sign a form to give consent that you want to participate in this focus group and share your experiences.

Ground Rules (10 minutes)
Our Focus group today will last about 2.5 hours. There are 7 sections and each will take anywhere from 15 to 30 minutes, along with an opening and closing section.

A Focus Group is different from a support group or a workshop. I will be leading the discussion and will be asking specific questions that we need to answer today. I know that there is a lot of other stuff to talk about besides the questions I ask today, but for this focus group we will need to stick to the questions I ask. For all other questions and issues, we can talk about it after we are done with the focus group.

We need everyone to stay for the entire discussion. You will be provided with car fare when we are done with the focus group. If you cannot stay for the full two hours, you can feel free to leave at this time. Also, please try NOT to get up and leave the room unless you have to.

Please respect everyone's point of view and let each person finish speaking before offering your own opinions. We're not looking for a "right or wrong" answer, only everyone's different experience and opinions. I would like to hear from everyone in the group, and would like for everyone to feel comfortable in speaking. So please respect each other and this discussion, no matter what you may hear. We are not here to judge anyone.

I will be facilitating this discussion with a set of questions. Please answer these questions directly. If people are going off topic or talking for too long, I may need to cut you off for sake of time and so that everyone gets a chance to speak.

I will also be recording the discussion so that we can capture what you say to use for our report. I am going to ask that you say your first name each time before you speak so that we can tell when different people are speaking when we listen to the tape.

We will NOT use your name unless you want us to. If you do not feel comfortable now that you know more about this, please feel free to leave at this time. In a minute, I will hand out consent forms for everyone to sign to let me know that you are ok with everything I just said and that you want to participate in this discussion.

To recap, in order that we have a productive meeting today, we should all follow these rules (Facilitator note: should be written on butcher paper, go through them very quickly):

- You must stay for the whole discussion
- Please try NOT to get up and leave the room during the discussion
- Everything we hear today MUST be kept private.
- No names will be used in the report unless you want us to use yours.
- Say your name each time before you talk. This is for the notes.
- Respect everyone's opinions. We are not here to debate with anyone.
- All of your answers, ideas, feelings and opinions are important.
- If you are talking too much, stop.
- If you are not talking enough, speak up.
- ONE MIC: Please do not interrupt anyone. Wait until someone is done speaking before offering your opinion.
- If you have questions that are not specific to the focus group, please wait until the end.

  Facilitator Note: hand out consent forms and have everyone sign. At this point you can turn on the recorder.

Introductions and Opening (5 minutes)
Let's start with a round of introductions. We'll go around the table and everyone can say very quickly (1 minute or less):
- Your name?
- Which Methadone clinic to you go to and how long have you been going there?

The Good and the Bad (15 minutes)
We know that you all have a bunch of different programs and meetings that you go to. For this focus group, we are focusing on your Methadone Maintenance program. Now we want to hear what works and what doesn't work at your methadone clinic. Please be as specific as possible.
- What are the two best things about your methadone clinic and what the two biggest concerns that come to mind when you think about your methadone clinic?

Facilitator Note: The note taker should write down the concerns on butcher paper and let people know these concerns are very important, that VOCAL is writing this report to hopefully correct some of these concerns, but right now we are here to answer specific questions and we must stick to our agenda. .

Policing (15 minutes)
Introduction: When doing our surveys we found that a lot of people are being stopped, frisked and harassed by the police outside of their methadone clinics. People that we talked to have said that this sometimes causes them to miss a dose of methadone or has other negative impacts on their treatment.
- Describe your relationship with security at your program.
- How does this relationship effect your treatment?
- What is your experience with the police near your methadone clinic?
- Have you seen other people being stopped and frisked by police near your clinic? What happened?

- What impact do you think the police presence at or near your clinic has on your treatment?
- Have you ever missed a dose because of the police? Please explain what happened.
- Do you think people are less likely to come to the clinic because of the police? Why?

Hepatitis C (30 minutes)
Introduction: In doing our surveys we have heard from a lot of people that have Hepatitis C. We know that this is a silent epidemic and that there is a very high rate of Hep C among people that go to methadone clinics. We are concerned that people don't have the knowledge they need, given the high rates of Hep C. We are also concerned that clinics are not doing what they need to be doing to address this problem.

- So far in our survey we found that only 31% of people said they tested positive, but we know that 60-85% of ppl in MMTPs are positive. Why do you think people are saying they have not tested positive?
- If you come into the clinic already knowing you've tested positive how does the medical staff or your councilor respond?
- Is it possible that people are confused and don't know their status? Why?
- Does the clinic always tell you your status?
- What kind of information or services does your methadone clinic have for Hep C?
- Is it easy or hard for you to talk to your counselor or doctor about Hep C? Is it easy or hard to get information from them about Hep C? Please explain your answer.
- Have you tried to talk to your counselor or doctor about Hep C? What was their response? What was their attitude towards Hep C?
- What kinds of information do you think your methadone clinic should have? What do you think you need to help you access treatment or care for Hep C?
- What questions do you have about Hep C?
- Are you concerned about Hep C? Why or Why not?
- Where do you get information about Hep C?
- Do you get treatment for Hep C?
- Where do you go? Who referred you there? What kind of information are you given about your treatment?
- Were you ever told that you can't have treatment because you are still using or for any other reason? Please explain what happened.

Methadone Dosing (15 minutes)

- When was the last time you missed a dose of methadone? Please explain what happened and why you missed the dose.
- What did you do when you missed the dose? Did you have to get methadone somewhere else? Did you use? Please explain.
- What did you counselor or doctor do after you missed the dose?
- How did this impact your treatment?

Overdoses (15 minutes)
While doing our surveys, we have had a lot of people tell us that they had seen someone overdose. We also know that overdosing is a big problem in our community and overdose deaths have exceeded homicides. There is a drug that can reverse overdoses called NARCAN. Distributing this drug could reduce the number of deaths due to overdose.

- Have you ever heard of NARCAN? What have you heard? Do you know if NARCAN is available at your methadone clinic?
- Do you think NARCAN should be readily available at your methadone clinic? Why or Why not?
- Do you think that people that go to methadone clinics should be trained to administer NARCAN to help prevent overdoses? Why or why not.
- Who here has seen someone overdose? Please tell us about what happened.
- Where were you?
- Who were you with?
- What happened to the person that overdosed?

Syringe Exchange (15 minutes)
One really effective way to reduce the harm of using injection drugs is to safely exchange and dispose of the needles you use. Needle exchange programs are widely accepted as effective way to reduce HIV transmission. We are going to ask you your opinion about having the option to exchange or dispose of your needles at your methadone program.

- Do you think it would be helpful to have a place to dispose of needles and get clean needles at your clinic? Why?

- Have you ever participated in a syringe exchange program?
- Did it help reduce your risk for HIV/AIDS or manage your drug use?

The Future/Solutions (15 minutes)
Lastly, we've talked a lot about some of the issues at your methadone clinics. Now, let's talk about a way to fix those problems. We want to hear your ideas and solutions about how to improve services and treatment at methadone clinics.

- If you were the director of your methadone clinics, what programs and policies would you change or create?
- How would you involve patients in the decision making at the clinic?
- What type of staff training would you provide?
- What types of education and services would you provide for patients?

Summary and Wrap Up (10 minutes)
Give a 2-3 minute summary of what has been said.

- Did I accurately sum up what was said?
- Is there anything else you'd like to say?
- Did we miss anything?

Thank you all for participating in this focus group and for expressing your opinions here today. We learned a lot about your experiences. This information will be extremely helpful in writing the report and in shaping our campaign to fight for better methadone clinics.

Thank you so very much for your time!

Case Study for Using Focus Groups:

Right to the City National—We Call These Projects Home

Method Used
Focus Groups

Background on Organization and Issue
Right to the City (RTTC) is a national alliance of membership-based organizations and allies across 9 cities, organizing to build a united response to gentrification and displacement in our cities.

This research project was conceived of and developed through close partnership between RTTC grassroots organizations: Miami Workers Center, POWER, and Community Voices Heard, —and RTTC resource groups: the DataCenter, Community Development Project and Advancement Project.

Present-day U.S. government housing policies are forcing low-income people out of their cities. Public housing, one of the last options of affordable housing for low-income people in the U.S., is being destroyed and replaced by mixed-income housing. Under this process, developers backed by government contracts and encouraged by federal legislation, demolish public housing and replace them with far fewer housing affordable to the lowest income families. As a result, hundreds of thousands of public housing units have been lost, families have been displaced, and communities and social networks have been torn apart. Additionally, as low-income housing becomes increasingly privatized, it is more difficult to ensure that affordable housing remains affordable and that private landlords do not displace low-income tenants. While this crisis threatens the health of cities, government officials and private developers continue to characterize mixed-income housing policies as progress.

Below is a description of the RTTC National Public Housing research project, based on the Participatory Action Research guiding framework (see Tool 2.1 and 2.2).

WHAT….

Were the Organizing Goals connected to this research?

- To promote public housing as one of the last options of permanently affordable housing.
- To shift the policy debate about public housing to include the voices of low-income community members.
- To educate elected officials and policy makers about the real-life impact of demolition disinvestment and privatization of public housing.
- To build power nationally among low-income community members.

Overall questions did RTTC want to answer through their research?

- How have low-income residents been impacted by the destruction of and disinvestment in public housing?
- What are the consequences of mixed income housing policies?
- What is the need for public housing as a permanently affordable housing source?
- What needs to be done to ensure public housing remains a source of permanently affordable housing?

Information did RTTC need to collect to answer these research questions?

- Trends in public housing policy making over the past several years;
- Data on the need for public housing (waiting lists, economic indicators, etc);
- Data on the displacement of residents following demolition;
- Impact of privatization and mixed income housing on residents;
- Stories and experiences of public housing residents;
- Proposals from public housing residents about how to ensure public housing remains a source of permanently affordable housing.

WHY....

Is this research useful or important for RTTC?

- Internally- The research gave RTTC National and member organizations data about how disinvestment and demolition policies are affecting residents, providing key information for campaign development. It also aided RTTC in leadership development of members, contributed to base-building activities and engaged RTTC members on the national level. The project also fostered collaboration and coalition building efforts between 15 different organizations across six cities.
- Externally- The research results helped to shift the policy debate about public housing to include the voices of residents, a primary objective of the project. It also helped RTTC connect with public housing policy makers and participate in the national public housing debate.

WHO…

Are the stakeholders in this issue?

- Public housing residents and other low-income community members.

Is RTTC trying to influence?

- U.S. Congress; Department of Housing and Urban Development (HUD) officials; the Administration; local public housing authorities.

HOW…

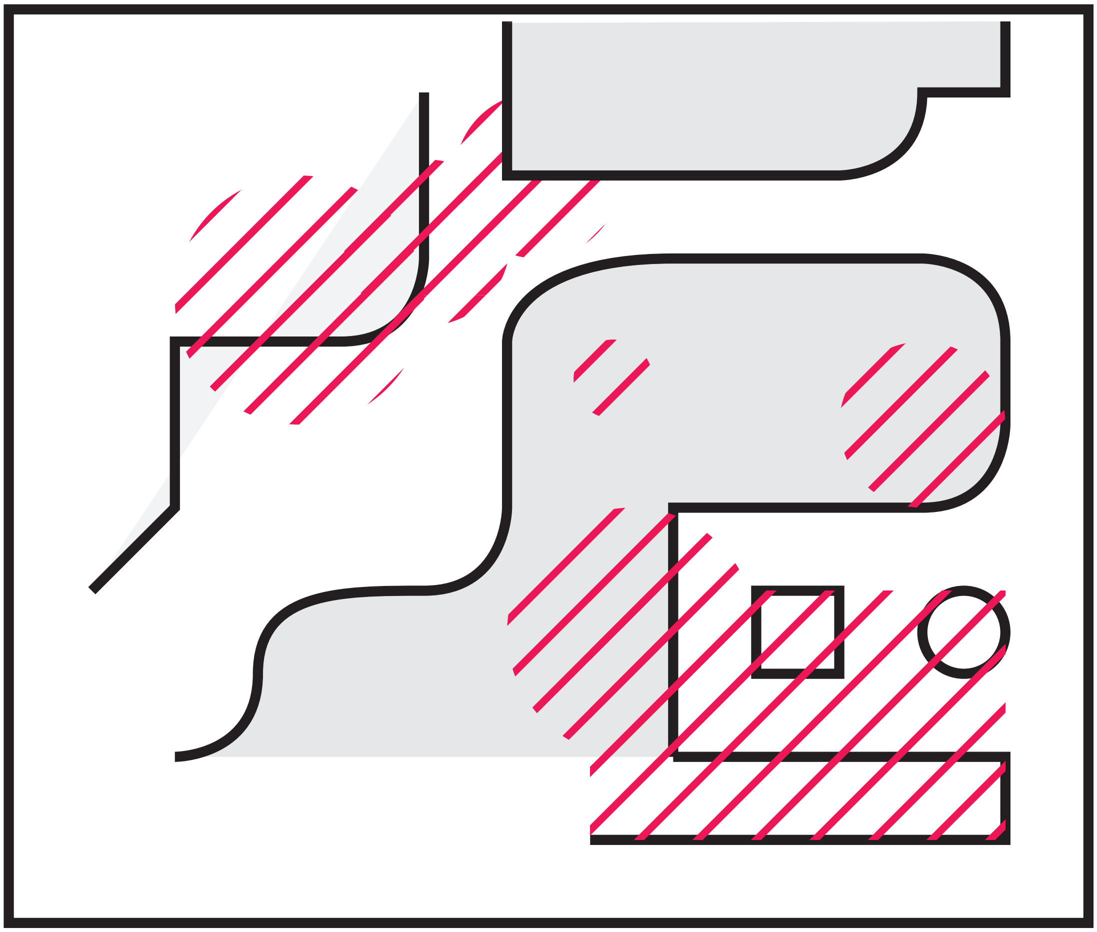
Did RTTC gather information (what methods did they use)?

- RTTC primarily used focus groups to collect qualitative data from public housing residents. The focus groups allowed RTTC to collect the stories and experiences about the impact of housing policies on low-income residents and achieve the goal of highlighting residents' voices in the public housing policy debate.

How Research Supported RTTC's Organizing Efforts

In 2010, RTTC National released the final report summarizing the research findings at a congressional briefing in Washington D.C. co-sponsored by Representative Maxine Waters (D-CA) and Representative Nydia Velazquez (D-NY). The report included the voices of public housing residents from seven cities and various policy recommendations calling on Congress and the Department of Housing and Urban Development (HUD) to strengthen and expand public housing. The report received attention from several media outlets, ensuring the voices of residents were heard in the national public housing debate.

Read the report here: http://www.cdp-ny.org/report/We_Call_These_Projects_Home.pdf



Community Mapping

Activity 3.6: Planning for Community Mapping

Tools Needed
Copies of Tool 3.10: Description of Community Mapping Materials and Steps

Materials Needed
Butcher Paper
Markers

Key Terms
Street Maps
Walking List
Rap Sheet
Canvassing Sheet

Intended Audience
Members and Staff of Your Organization

Time Needed
1 Hour

Purpose of Activity
This activity is designed to assist your group with planning a community mapping project. First, the participants will clarify exactly what will be mapped, and then the group will determine the various materials and roles needed to do the mapping project.

By the End of the Activity Participants Will
- Discuss exactly what you want to map
- Come up with a plan to prepare all of the necessary materials you need for mapping (maps, walking lists, canvassing sheet etc.)

Before this Activity Participants Will Need to
Have determined your research goals and research question
Have decided on your research method

Part I: Deciding what you want to map (30 minutes)

Facilitator Instructions

1. Hand out paper and markers. Give the group five minutes to draw a map that reflects what they think you should be mapping through this project.

2. Popcorn questions to the big group to share what they have drawn and refine exactly what it is you want to map. Record responses on butcher paper. Use the following questions as a guide:

- What did you draw on your map?
- What do we want our maps to show?
- What point(s) are we trying to prove?
- What type of data do we need to prove those points?
- How will these maps help our campaign?
- Where in the community can we go to find what we are looking for?
- What do we want to include/ leave out of our study?

3. 3. Use responses to clarify and decide exactly what you want to map.

ACTIVITY 3.6 RESEARCH FOR ORGANIZING

Part II: Create a Mapping Plan (30 Minutes)

Facilitator Instructions

1. Before meeting prepare butcher paper with three columns as seen below:

	What	**When**	**Who**
	What is the research task that needs to be done?	By when does it need to be complete?	Who will be the point person to make sure this task gets done?
Prepare Street Maps			
Prepare Walking Lists			
Prepare Canvassing Sheets			
Prepare Rap Sheets			
Prepare Cameras			
Community Mapping Training for Members			
Coordinate Community Mapping Outreach Days			
Report Back Meeting			

2. Next give everyone a copy of Tool 3.10: Description of Community Mapping Materials and Steps. Refer to this handout as you fill out the chart.

3. Fill out the planning chart with your big group being sure to clarify what each material or step entails and using the handout as necessary. Also be sure to fill out the “who” and “when” columns.

4. Debrief. Does everyone feel ready to start mapping? Is there anything else you need to prepare?

Activity 3.7: Community Mapping Training

Materials Needed
All of the mapping materials you need (street maps, walking lists, rap sheets, canvassing sheet, clipboards, cameras etc.)

Butcher Paper
Markers

Key Terms
Street Maps
Walking List
Rap Sheet
Canvassing Sheet

Intended Audience
Members or Staff of your Organization

Time Needed
2 Hours

Purpose of the Activity
This activity is designed to train your members how to do community mapping, and how to use all of the community mapping materials (canvassing sheet, street map, walking lists, rap sheet) you will use in the mapping process. It is also designed to pilot the materials you have created in order to get feedback and adjust them as necessary.

By the End of Activity Participants Will
- Be trained in how to do community mapping
- Have gone into the field to pilot the mapping materials
- Have shared information and lessons learned about the process of community mapping

Before this Activity Participants Will Need to
Have created all of the materials that will be used for community mapping
Review the research questions, goals, and timeline for the project

Part I: Community Mapping Training (15 minutes)

Facilitator Instructions

1. Prepare all of your necessary materials in advance. If you are using maps, walking sheets, canvassing sheets, cameras, rap sheets etc. make sure to print out enough copies for each participant, or team of participants.

2. Review the purpose of your community mapping project and how it fits into your wider campaign goals.

3. Train your members in how to do community mapping by reviewing all of the different mapping materials (maps, walking sheets, canvassing sheets etc.) you've created and how they fit into the mapping. Address questions as they come up.

Part II: Piloting (1 hour)

1. Split participants up into groups of 2-4 people.

2. Have each group select a photographer, a navigator and a note-taker (if there are only 2 people, the note-taker and navigator can be the same person).

3. Assign each group to a specific set of turf that you want to map and give them the materials for that turf.

4. Send members out into the neighborhood for 1 hour. Make sure each group has all of their necessary materials, maps and a camera. Also, make sure each group has a pen and paper to record any questions/concerns that come up in the process of mapping.

Part III: Report Back (30 Minutes)

1. After members come back together, have each group report back to the larger group on their experience. Have each group answer some of the following questions:

- What did you learn about______ (the issue you are mapping)?
- Did you talk to any community members, if so how did they respond?
- What did you learn about the community mapping process?
- Were there any questions, concerns, or challenges that came up as you were mapping?
- Do you have any suggestions for how we could improve the mapping process?

2. After each group shares, debrief and troubleshoot. What issues came up during the mock mapping exercise? How can you respond to them? Do you need to create any new materials? Is the group ready to conduct the rest of your mapping?

Tool 3.10: Description of Community Mapping Materials and Steps

The following is a list of materials and steps commonly used in community mapping. You may develop additional materials depending on your project.

Street Maps: in order to assist canvassers in the community mapping, you will need very specific street maps that show canvassers where in the neighborhood they need to go. Often times these maps are split up into small geographic areas such as census tracts, so they can have a high level of detail, and are feasible for canvassers to accomplish in one outreach session.

Walking Lists: are a tool used with street maps, that list out all of the properties or sites that a group of canvassers need to investigate. The walking lists should correspond directly to the scale used for each individual street map. You will only need a walking list if you are investigating specific properties. This will not be needed for every community mapping project.

Canvassing Sheet: is a data collection tool that a canvasser can use to track specific information or observations. The canvassing sheet should be carefully filled out for each relevant site or property that the canvassers find. (See Tool 3.8 for a sample canvassing sheet).

Rap: frequently community mapping will involve engaging community members in conversation to collect information related to the issue you are mapping in the community. A rap is a tool used to help canvassers prepare how they will approach and talk to different community that you may encounter while mapping.

Community Mapping Training: Before you send members out in the community, you may want to schedule a community mapping training to make sure everyone understands the specifics of the mapping project. Typically these trainings are done to teach members how to use all of the mapping materials, and to answer any questions about the mapping process.

Community Mapping Outreach Day: An event where you bring a group of members and allies of your organization together, split up into small groups, and go out to different parts of the neighborhood for a day of group community mapping. Outreach days often begin with a training to be sure all participants are familiar with the goals and materials of your mapping project.

Report Back Meetings: are meetings that bring together members who have participated in your community mapping outreach. These meetings are a good place to gather information, and stories about the issue you are investigating in the community. These meetings are also a good place to discuss any challenges or issues that might have come up in the mapping process, and adjust your mapping technique accordingly.

TOOL 3.11 RESEARCH FOR ORGANIZING

Tool 3.11: Sample Canvassing Sheet

VACANT CONDO CANVASS SHEET
Canvasser Name_______________Org____________Date ___________
Census Dist______
Camera #_____ Photo #______

BUILDING I.D.
Street Number___________ Street Name_____________________________
Street Name Suffix (Ave., Blvd., St., etc)__________________
Borough______________
If building address is not visible, note the side streets, as well as the addresses of nearby buildings and where they in relation to the building
Cross Streets:____
Addresses of nearby buildings:____

FIELD FINDINGS
Only complete this section for buildings that appear to be 50% vacant.
We are looking for buildings that are: 1. Residential; 2. Newly constructed; 3. Newly renovated; 4. Fully built but DO NOT appear to be lived in; OR 5. NOT fully constructed and construction seems to have stopped. For the questions below, please circle Y or N and write additional information in space provided. Please record as much information as possible.

BUILDING AND UNIT DESCRIPTION
Number of Stories______________ Building Type ________________________
(Highrise, Brownstone, tenement, etc)

Completed Building or Evidence of Construction (circle one)_______________________

How many units? (count doorbells or mailboxes) _____________
Commercial Space? Y / N
Evidence that people are living in any of the units? Y / N
____

SIGNAGE:
Development Company listed on the building? Y / N Co. Name:_____________________________

Real estate agent listed on the building? Y / N
Name:_____________________________________

Contact number/website listed on the building? Y / N Number/ website:________________________

Is there a for sale sign on the building? Y / N

NOTES: ____
____
____

Tool 3.12 Sample Canvassing Training

This resources is available at:

http://www.researchfororganizing.org/index.php?page=community-mapping#Tool312

This power point is an example of a training used by the Right to the City-NYC alliance to prepare community members to conduct a canvass of vacant luxury condominiums in various neighborhoods across New York City. This power point can be modified or used as a model for creating your own training.

Case Study: Community Mapping, Right to the City-NYC

Background on Organization and Issue
Right to the City NYC is a local chapter of Right to the City national alliance and is composed of twenty base-building, community organizations, research groups and other allies in New York City. The alliance aims to build a united response to gentrification and neo-liberal development policies in NYC and to a build collective movement to promote and create community-based economic development policies.

Over the last several years, during the housing boom, NYC saw the rapid development of luxury condominiums, many in neighborhoods where low-income people live. Due to the economic crisis, many of these luxury condominiums were left vacant. Some have been forced to stop construction because their financing has dried up, while others have been unable to sell units and are falling behind on their construction loan payments. Despite all of this new construction, the number of housing units that are affordable for low- to middle-income families has decreased precipitously. From 2002 to 2005, the city lost more than 205,000 units affordable to the typical household. Accordingly, NYC is left with many vacant units of housing but these units are not available or affordable to those most in need of housing. Many of the neighborhoods where RTTC members live are full of these recently developed condos that have unsold units or are completely empty. RTTC-NYC conducted a community mapping project to identify where the vacant condos are located; examine the current state of these condos and determine how NYC can convert these condos into low-income housing.

Below is a description of the RTTC Condo Count, based on the Participatory Action Research Guiding Framework (see Tool 2.1 and 2.2).

WHAT….

Were the organizing goals connected to this research?

- To show number of unsold and vacant units in luxury condos in specific NYC neighborhoods;
- To highlight number of vacant luxury units versus number of vacant units affordable to low income people;
- To educate members of RTTC-NYC groups about type of development occurring in NYC neighborhoods;
- To educate elected officials and media about type of development occurring in NYC neighborhoods, particularly low-income communities of color;
- To increase affordable housing in NYC.

Overall questions did RTTC want to answer through their research?

- What is the state of vacant and stalled residential buildings in low-income communities?
- How are vacant condominiums and stalled construction projects affecting low-income communities?
- What policies helped contribute to this problem?
- What opportunities exist to convert vacant condos into low-income housing?
- What are the most effective policy and financing options to convert them?

CASE STUDY 3·4 RESEARCH FOR ORGANIZING

Information did RTTC need to collect to answer these research questions?

- Block and lot numbers and addresses of vacant condos;
- Size of buildings, number of units, vacancy rates and cost of units;
- Information about the buildings developers, construction companies and financiers;
- Background information about targeted neighborhoods;
- Potential policy and funding mechanisms to convert vacant condos into low-income housing.

WHY….

Is this research useful or important for RTTC?

- Internally: The condo research project provided valuable information to assist the coalition in campaign development. The collective project also helped to strengthen the RTTC alliance through increased interaction between member groups.
- Externally: The research helped RTTC become part of the conversation about the future development of New York. RTTC used the report and results to hold several meetings with elected officials and the Department of Housing, Preservation and Development (HPD) to educate them about high-end development in target neighborhoods. Media coverage stemming from the report release educated the general public about excessive condo development and gentrification.

WHO…

Are the stakeholders in this issue?

- Low-income community members that live in the targeted neighborhoods in NYC and those in need of affordable housing.

Is RTTC trying to influence?

- The Mayor, City Council, the Department of Housing Preservation and Development.

HOW…

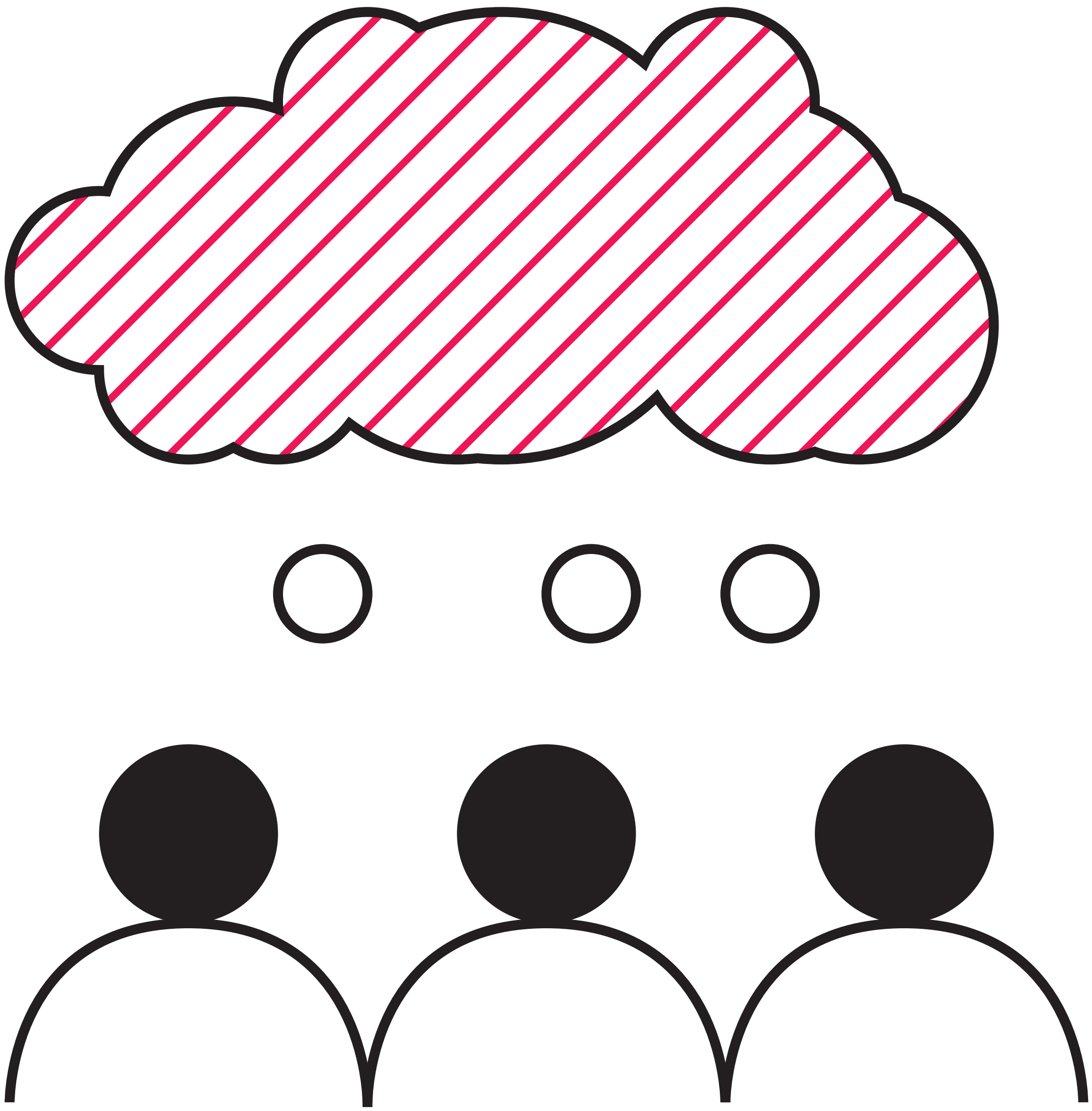
Did RTTC gather information (what methods did they use)?

- RTTC decided they wanted to physically map the luxury condos as a way to demonstrate the rampant gentrification occurring in the target neighborhoods. Organization members canvassed and identified over 250 vacant condo buildings with an estimated 4,000 empty units. The results were shown on maps in the final report and helped visually show the spread of luxury condos. Community mapping also engaged a high number of community members, who walked the streets of their neighborhoods, sharing ownership of the research and building buy-in for the campaign.

How Research Supported RTTC's Organizing Efforts

RTTC-NYC released the preliminary findings during a rally in Brooklyn, launching their campaign to convert vacant condos to low-income housing. After extensive secondary research, RTTC-NYC then released a full report and conducted a tour in Harlem of several vacant condos, highlighting the exorbitant prices, the length of time on the market, and the significant tax arrears owed to NYC. This event garnered much press and gave RTTC hard numbers to take to elected officials and push to convert the condos into affordable housing. The policy research also enabled RTTC to come up with several scenarios for converting condos into low-income housing and eventually led RTTC to hone in on Community Land Trusts as the focus of the Alliance's campaign.

RESEARCH FOR ORGANIZING



Community Visioning

Activity 3.8: Community Timeline

Materials Needed
Paper
Writing Utensils
Timeline for wall
Post-it notes

Intended Audience
Members or Staff of your Organization

Time Needed
45 Minutes

Purpose of the Activity
This activity is designed to give participants information about the history of your community. It will help build a shared analysis of the past in order to think collectively about a vision for the community's future. The activity will also introduce participants to community visioning as a research method.

By the End of Activity Participants Will
- Have learned about the history and timeline of the community or issue you are working on
- Have learned about community visioning as a research method

Before this Activity Participants Will Need to
Know about your campaign and how research fits into the campaign

Part I: Introduction to Community Visioning (15 minutes)

Facilitator Instructions

1. Welcome everyone. Ask attendees to introduce themselves and mention one recent change that they have noticed in the neighborhood.

2. Explain that we are here today as part of a community visioning process to have our voices heard about what type of future we want for our community (or schools, housing complex, etc.).

3. Explain that everyone's input will be used to create a plan for the future of our community.

Part II: Timeline of Community Development (30 minutes)

Facilitator Instructions

1. Before the meeting put a timeline on the wall. You can start as far back as you think makes sense and can divide the years in 5 or 10 year increments (i.e. 1950s, 1960s, etc.).

2. Make sure participants are seated in a way that they are able to see timeline on the wall.

3. Set the context: before we come up with a plan for our community's future development we want to review the history of development in our neighbor-hood.

ACTIVITY 3.8 RESEARCH FOR ORGANIZING

4. Give each participant several post-it notes and ask them to write something that happened in the neighborhood during some point along the timeline. This could include the creation or demolition of a building or school or a major political or social event.

5. Ask everyone to place the post-it notes on the wall next to the corresponding year(s).

6. Ask participants to explain what they put on the timeline. Make it interactive. Ask participants for input: Does anyone remember when building x was demolished and a luxury condo was built in its place? Who can describe what the community looked like in the 1970s, 80s or 90s and how it was different than today?

7. As you finish the timeline and get to the present, get the group to analyze the development process. Are there any major trends that stick out over time? Are these trends good for our community or not? What does this history mean for our community now?

Activity 3.9: Our Vision, Our Neighborhood

Goals
To develop vision for the future of the community
To get more in depth explanations and visualization from participants about what they want in their neighborhood

Materials Needed
Butcher Paper
Markers
"Our Neighborhood" charts/ print outs
"Our Neighborhood" category description
Different color stickers
Notebooks (for note-takers)
Pens

Time Needed
2 hours

Purpose of Activity
This activity is designed to encourage the group to think about the future of their community. The participants will have the opportunity to explain and prioritize the types of services, programs and businesses they want to see in their neighborhood. They will also be able to articulate the concerns they have for the future of their community.

By the End of Activity Participants Will
- Identify which types services, programs and businesses they want to see in the community
- Explain concerns for future of the neighborhood

Before this Activity Participants Will Need to
Have determined your research goals and research question
Have decided on your research method

Description of Our Neighborhood Activity
Participants will be given stickers and asked to choose the activities that they prefer to do during a day in the neighborhood. The facilitator will use the "our neighborhood" activity chart/print-out, which will have visual representations of a variety of activities for participants to choose from. The activity is organized into two parts. 1) Services and Programs: Sticker voting on free activities, services and programs etc. 2) Businesses: Sticker voting on businesses for the community.

Part I: Our Neighborhood Services & Programs (45 minutes)

Facilitator Instructions

1. Prepare the "Our Neighborhood" chart and category description handout (see Tool 3.12) in advance of the meeting.

2. Split the group up into groups of 5 (modify group size based on number of training participants).

3. Give each group a chart and the accompanying handout.

4. Introduce the activity to the group. Explain that the activity is designed to get a sense of what types of activities and developments we want to see in our community. Explain that the activity will be split into two parts: 1) Services and Programs, and 2) Businesses.

5. Explain directions for the activity: The "Our Neighborhood" chart is split into different possible services and programs that could be developed in the neighborhood. The accompanying handout has descriptions of these activities.

6. Ask for a volunteer to read the descriptions for each of the activities on the chart.

7. Give each person three stickers. Ask Participants to place a sticker next to the top three activities that they would like to do in the neighborhood free of charge.

8. After each participant has voted on their top 3 choices, go around the table and ask each participant to answer the questions below. Make sure everyone has a chance to speak. The facilitator should write people's responses in shorthand on the butcher paper and the note-taker should be capturing quotes from the participants.

Debrief Questions (capture responses on butcher paper and in notes):

- What is the service or program you voted on during the activity we just did (again these are free services and programs)?
- What would this service or program look like?
- Why is it important to your community?

Part II: Our Neighborhood Businesses (45 minutes)

Facilitator Instructions

1. Make sure each table has the "Business" section of the "Our Neighborhood" chart.

2. Ask a volunteer to read the descriptions of each business type listed in the handout.

3. Distribute 5 stickers to each participant and explain that each sticker represents one dollar.

4. Have participants "spend" their five dollars at businesses that they would like to see in the neighborhood.

5. After each participant has spent their five dollars. Go around the table and ask each participant to answer the questions below. Make sure everyone has a chance to speak. The facilitator should write people's responses in shorthand on the butcher paper and the note-taker should be capturing quotes from the participants.

Debrief Questions:

- What is the business you voted on during the activity we just did?
- What would this service or program look like?
- Why is it important to your community?

Part III: Development Concerns (30 minutes)

Facilitator Instructions

1. Explain that the last step of the day's activity, which will also be done in small groups, is to discuss general concerns that you have about development in the neighborhood. These could include things such as lack of low-cost programs, services and activities, increased displacement, increased gentrification etc.

2. Go around the circle and have each participant respond to the questions below. Make sure everyone has a chance to speak. The facilitator should write people's responses in shorthand on the butcher paper and the note-taker should be capturing quotes from the participants.

Development Concerns

- Do you have concerns about development in your neighborhood? What is your primary concern?
- Please be as specific as possible about your concern and why you have it.

3. Ask each group to choose a representative to do a quick 2 minute summary of what was discussed in their groups to share with the large group. Facilitators should write these up on butcher paper and note takers should capture quotes.

4. Wrap-Up: Review what has been accomplished in the activity for the day. Then go through information about next steps, upcoming activities etc.

TOOL 3.13 RESEARCH FOR ORGANIZING

Tool 3.13: Our Neighborhood Activity Chart—Services & Programs

Education	
Arts & Culture	
Information	
Open Space	
Social Services	
Sports & Recreation	
Other	

Category Descriptions—Services & Programs

Education: How can our community use the neighborhood better for educational activities? Put your sticker here if you'd like to see more education related activities in the neighborhood. This includes both formal educational centers like public schools, as well as non-formal educational centers like museums, non-profits that run educational programs like nutrition education, tutoring, adult education, etc.

Arts & Culture: Are there specific art or cultural resources that our community needs? Free movie screenings, performances, public art, cultural celebrations? Are there local artists, performers or musicians that could be showcased? Should the neighborhood have a space for cultural events? Put your sticker here if you'd like to see more opportunities for Arts & Culture in the community.

Information: What kind of information do we need in our neighborhood? Information about programming and services? Maps to orient you? Translated signage? Places to post information about community issues? Who should the information be targeted to? Put your sticker here if you think there should be more spaces that distribute information in the neighborhood.

Open Space: Do we need big grassy areas to have a picnic, barbeque, relax, play games, exercise, etc.? What about green spaces for community gardening? Put your sticker here if you think we need more open space in the neighborhood.

Social Services: Should there be spaces to accommodate social services? Some examples of social services might include health services, tenant workshops, family services, job training centers etc. Which services do we need more of in the community? Put your sticker here if you think we need more social service centers in the community.

Sports & Recreation: What kinds of sport or recreational activities would you like to do? Basketball, tai chi, hand-ball, running? Put your sticker here if you think we need more space for sports and recreational activities in the community.

Other: Are there other activities that are not shown here that you would like to do in your neighborhood? Put your sticker here if have other ideas of what is needed in your community, and be ready to describe your ideas to the rest of the group.

Tool 3.14: Our Neighborhood Activity Chart—Businesses

Food & Dining	
Entertainment	
Shopping	
Sports & Recreation	
Other	

TOOL 3·14 RESEARCH FOR ORGANIZING

Category Descriptions—Businesses

Food and Dining: What kinds of food vendors would you like to see in your community? Where would you eat or buy food? At a noodle cart, a kiosk, a café or a fancy restaurant? Should there be greenmarkets, or fruit and vegetable stands? If you think there should be more food and dining options in the neighborhood put your dollars here.

Entertainment: What about bars and clubs? Should there be nightlife in your neighborhood? If so what types of nightlife? Put your dollars here if you'd like to see more entertainment in your neighborhood.

Shopping: What kind of shopping would you like to do in your neighborhood? Should there be retail stores, small businesses, big box stores, or discount stores? Put your dollars here if you'd like there to be more shops and shopping centers in your community.

Sports and Recreation: What kind of sports and recreational services would you be willing to pay for? Bike/boat rentals? Mini-golf? Put your dollars here if you'd like to see more sports/recreation related businesses in the neighborhood.

Other: What other business might you like to see in your neighborhood that is not represented here? Put your dollars here if you have another type of business you'd like to see in the community. Be prepared to share your thoughts with the group.

Section 4: Entering Your Data into a Database

This section is designed to introduce you to two ways to enter your data into a computer database system. The section is specifically geared towards whoever will be doing the data entry for your project. The activity is designed specifically for ACCESS and Survey Monkey because they are the most user-friendly and affordable of the data analysis programs. Data from both can be exported to other data analysis program such as Excel and SPSS. Many groups already have ACCESS on their computers because it is part of the Microsoft Office Suite. Survey Monkey offers free and low-cost versions.

Activities
A4.1: Introduction to Data Entry

Tools
T4.1: Survey Monkey Basics
T4.2: Survey Monkey How to and Tips
T4.3: ACCESS How to and Tips

Activity 4.1: Introduction to Data Entry

Materials Needed

Electronic copies of a built, but empty ACCESS or Survey Monkey database

Filled out surveys that match the database

Computer hooked up to a projector and individual computers for each trainee (Ideal setup; but one computer without projector will work also)

Intended Audience

People who will be doing data entry

Time Needed

30 minutes

Purpose of the Activity

This activity is designed to train staff or volunteers who will be responsible for computer data-entry for your project to use ACCESS or Survey Monkey to enter and manage your data.

By the End of the Activity Participants Will

- Have learned about the importance of databases and data entry
- Have learned how to use ACCESS or Survey Monkey

Before this Activity Participants Will Need to

Compile and organize all the research instruments (surveys, interviews, canvass sheets etc.) that have been completed and need to be entered

Facilitator Instructions

1. In the weeks leading up to the training, finalize your survey and, if needed develop your database in ACCESS or Survey Monkey. Be sure to check the database for errors by entering a few surveys (though of course be sure to remove them afterward).

2. Before the training, hook up a computer to a projector so that trainees can see what you are doing on a 'master' computer. Ideally, each trainee would each also have a computer to work on. Before the training be sure each of the computers is set up for either ACCESS or Survey Monkey. If using ACCESS, make sure that the blank database is on each of the computers. If using Survey Monkey, simply make sure each computer has internet access. Also be sure to create a "collector" link and then send this link to participants (turn the multiples responses from the same computer setting on).

3. At the beginning of the training, ask trainees if they have ever used ACCESS, Survey Monkey or other database tool before. Then explain the following:

"Databases are easily searchable electronic files that can store a lot of information. Different types of software, like Excel, ACCESS and Survey Monkey, help with data entry and database management. The database will allow us to easily analyze all the information collected through the research instruments. Generally, databases work best with survey data. Other software can be used to analyze data from focus groups and interviews. ACCESS software is a program in the Microsoft Professionals Suite. Survey Monkey is an online database and survey administration tool. We use ACCESS and Survey Monkey because of their easy to use forms that simplify data entry. Once all the data is entered, we can quickly and easily analyze the data."

4. Give the handout to trainees. Briefly step them through the handout covering basic navigation of the database and tips for data entry (use either the ACCESS or the Survey Monkey handout).

ACTIVITY 4.1 RESEARCH FOR ORGANIZING

5. Discuss the specifics of your survey; questions that might be difficult for data entry and clarifications on language and data interpretation. If needed, develop a glossary of terms, clarifying all technical language in the survey to ensure consistent data entry.

6. Direct trainees to practice entering a survey or two individually on their own computer. If each trainee does not have their own computer take turns entering some or all of the surveys on a single computer.

7. Afterwards, bring the group back together and see if there are any questions or concerns. Address questions as a group to ensure consistent data entry.

TOOL 4.1 RESEARCH FOR ORGANIZING

Tool 4.1: Survey Monkey Basics

Survey Monkey is a useful online tool for creating and administering surveys as well as managing and analyzing data. To use the service, you'll first need to create a survey monkey account. While free accounts are available (with a ten questions limit), paid accounts are affordable and well-worth the price. This tool will walk you through the basics of using Survey Monkey from creating a survey in survey monkey to downloading your data.

A. Creating a Survey

One of the best things about survey monkey is that you can completely design your survey online, using Survey Monkey's interface. To begin, simply click the green "Create Survey" button on the upper right of your Survey Monkey home screen. After choosing a title for your survey and selecting a category, you're ready to start entering questions!

- Enter content (questions, images, text, etc) in the center of the page. Be sure to carefully review and consider the question types as this will affect data analysis later.
- Here are examples of each question type: http://www.surveymonkey.com/QuestionBuilder_Examples.aspx

Some important question types to highlight

1. Multiple Choice (only one answer): Use this for traditional multiple choice questions, including "yes"/"no" questions

2. Multiple Choice (multiple answers): Use this for "check all" questions

3. Rating Scale: Use for rating questions ("On a scale of 1 to 10...")

4. Matrix of Choice: Use this for consolidating several rating questions into one chart

5. Numerical Textbox: Use this for questions with a numerical response, such as age or income

6. Single Textbox: Use this for open-ended questions

7. Demographic Information (U.S. or International): Generally, do NOT use these questions as they are primarily "Contact Information"

Once you've entered all your questions, customize your survey by adding additional pages, selecting a theme (at the top), and moving around questions. Further visual adjustments are available by clicking on Survey Options on the left column. A grey button at the top right allows you to preview the survey.

TOOL 4.1 RESEARCH FOR ORGANIZING

B. Collecting Survey Responses

Be sure to completely finalize your survey before you begin to collect survey responses. Survey monkey will generally let you make edits after you've done so, but it could seriously impact your data.

To collect data in survey monkey, you can either have respondents fill out the survey online or you can collect paper surveys and manually enter them into the online database. There are pros and cons to both options.

a. Online

On the top right, navigate to and click on the "Collect Responses" grey tab.

There are four collection options:

1. Web Link to send via email

2. Email to send email invitations and track who responds via Survey Monkey

3. Website to embed the survey in a website

4. Share on Facebook to post the survey to wall or embed on a page

Once you decide on the collection method, you'll have to select a name for this collector. This can be a very helpful way to track how you are getting responses if you choose multiple methods. Once you've named the collector, click next.

Depending what you choose as your collection method, the next page will vary, but generally you'll be able to customize the message or link or display.

Pros: Crowd-sources data entry
Cons: Not accessible for respondents without internet or without understanding of the internet, difficult to ensure integrity of data collected

b. Manual Data Entry

To enter data manually, you'll need to create a web link using the method above (be sure to name the collector). Once that is done, simply click on the manual data entry link on the left column. Then click the blue "Add New Response" button to begin entering new surveys. Be sure to always use the manual data entry link (i.e. don't just use the link you just created) so that you can go back and edit the surveys if you make a mistake.

Pros: You can edit a survey after you enter it
Cons: Slightly more time-consuming

Noteworthy Collector Settings:

Each time you set up and create a new collector, you can adjust the settings for that particular collector. Here are some key settings you should check:

1. Use SSL encrypttion? Enable SSL to ensure secure transfer of data.

2. Survey Completion: Use this setting to redirect respondents to your website when they have completed the survey.

3. Allow Responses to be Edited? There are three options here, but generally the last one should never be used for formal surveys ("Yes, respondents can re-enter the survey at any time to update their responses"), since this can impact the integrity of the data. Either of the other two options is fine depending on your particular survey.

4. Allow Multiple Responses: If you are collecting responses via a kiosk or computer lab, allow multiple responses. If not, don't allow multiple responses. Note: If you are manually entering hard copy surveys (meaning you plan to enter several surveys from one computer), you do NOT need to enable multiple responses. Simply use the Manual Data Entry protocol above.

C. Analyzing your data in Survey Monkey

Access your data by clicking on the grey "Analyze Results" tab on the top right. This will bring up multiple options for viewing and analyzing your data along the left column with the summary as the default initial page. If you want to analyze the data in Survey Monkey there are a number of tools available to analyze both quantitative (closed questions) and qualitative data (open-ended questions).

Important Note: At the top of the page, there is a pull down menu that says "Default Report." At the beginning this will simply be the number of total surveys collected. Once you begin analyzing though, this can easily be changed. Every time you enter this page, make sure you are viewing all of the surveys collected and not a filtered subset.

1. **Quantitative Data**: Viewing the data in the summary is usually sufficient to get frequencies and counts for each question. The "Browse Responses" Tab allows you to look at each survey individually. Use the "Crosstab Responses" button on the left to crosstab different questions (e.g. crosstab income by education to see if there is a difference in education levels between income levels). The "Filter Responses" Tab allows you to create a subset of the full data for separate analysis (e.g. to analyze responses from only the female respondents).

2. **Qualitative Data**: In the summary view, scroll down to a qualitative question (includes "Other" responses). Click on "X replies," where X is the number of responses for that question. This will bring up three tabs with all the responses, an automated text analysis from Survey Monkey and categories. On the first tab, go through all the responses and sort each response into categories that you define. To get started use the automated text analysis tab that pulls out the most used words. Then click on the categories tab to review the final counts and frequency for each category of responses.

D. Downloading to Other Programs for Analysis

Begin by clicking the grey "Analyze Results" tab on the top right. On the left column navigate to the "Download Responses" tab. Generally, you'll want to download all the responses and not just the summary report, but there are a number of options depending on the software you have available. The best option is probably downloading all the responses in SPSS format. Just enter your email address and you will be sent the file.

E. Additional Resources

- **Survey Monkey Manual:** http://help.surveymonkey.com/euf/assets/docs/pdf/UserManual.pdf?noIntercept/1

- **Survey Monkey Help Center**: http://help.surveymonkey.com/app/home

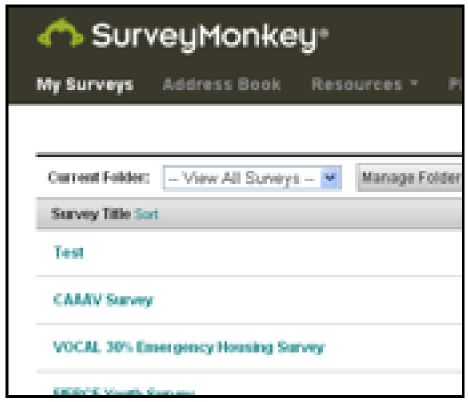
- **Survey Monkey Templates**: http://www.surveymonkey.com/mp/use-cases/

Tool 4.2: Survey Monkey How to and Tips

Tips for Entering Data

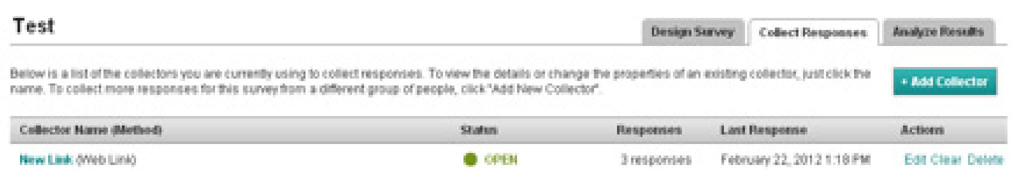
- Keep the answers as they are on the survey, even if you don't think they make sense.
- Leave blank answers blank in the form.
- If 'other' is selected in any question, be sure to write in the response in the text box provided.
- Double check your work.
- Ask if you have any questions or are unclear about how to input something.

You will enter your survey data via Survey Monkey, which is designed to match the paper surveys. The form is a way to see and enter information that is stored in a table. When you enter information into the form, it automatically gets entered into an underlying table.



To start...
Log into Survey Monkey and click on the survey you want to open for data entry.

Then click the "Collect Responses" tab in the upper right corner. Select the "Collector Name" that you want to use to enter the data ("collectors" are used to track who collects which surveys and how).



Click "Manual Data Entry" in the right hand grey column. Finally, click the green "Add New Response" button on the right. Enter the data in the window that pops up. It should look very similar to the paper surveys.

After you've finished entering the survey, the window will close and a new survey will be added to the list on the main window. Simply, click on "Add New Response" again to enter another survey.

Tool 4.3: ACCESS How to and Tips

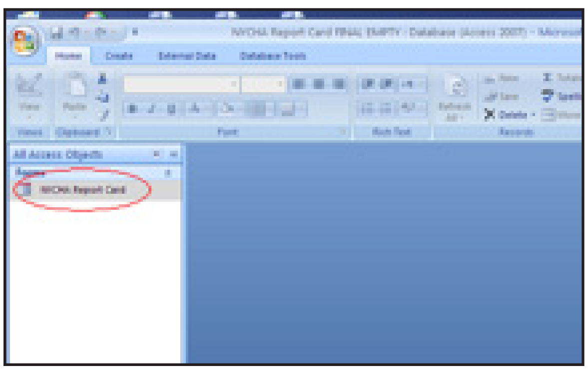
You will enter your survey data via an "ACCESS form", which is designed to match the paper surveys. The form is a way to see and enter information that is stored in a table. When you enter information into the form, it automatically gets entered into the underlying table.   You do not need to worry about the table and should ONLY OPEN THE FORM (don't open the table for any reason; any changes to the table could be very bad).

When you open the database....

- You will be prompted by a Security Warning that reads "certain content in this database has been disabled." Click "Options…" In the window that pops up (see picture to the right), select "Enable this content" and Click OK.

- On the left side of the screen under "ACCESS Objects," double click on the form named "NYCHA Report Card" (see picture to the left).

- Make sure the screen is in "Form View" NOT "Layout View" or "Design View". You can tell by looking at the bottom right hand corner of the screen (see picture to the right).

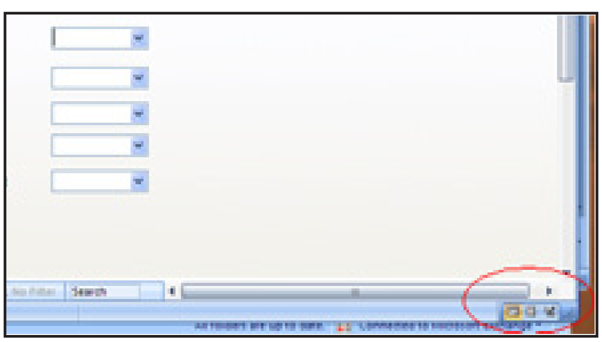


When you enter survey data....

- Leave the survey number box blank. Start entering data into any other field and ACCESS will automatically fill in a survey number (see picture to the left).
- Each "Tab" at the top of the white section corresponds to a section of the report card. Click on the Tab name ("Repairs") to navigate to the next tab. Be careful not to miss any tabs.

When you're done entering each survey...

- Write the survey number that ACCESS assigned (see above) on the front page of the survey (so we can match the electronic record with the corresponding paper survey).
- Write your initials on the front page of the paper survey.

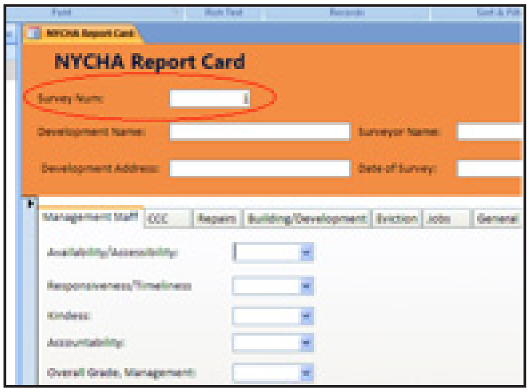


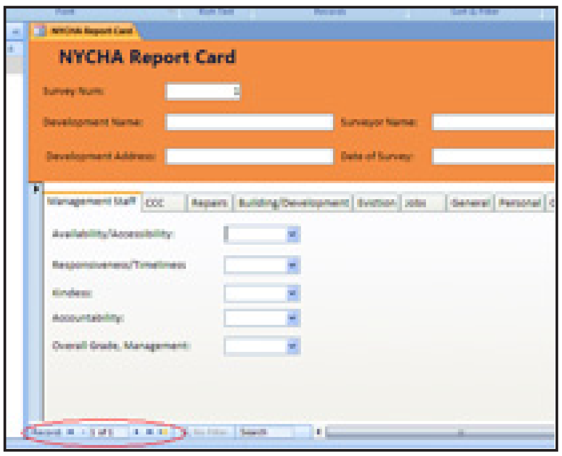
When you are ready to enter the next survey...

- Use the navigation Tool at the bottom left to move to the next survey.

NOTE: Whenever you click one of the below arrows, it will take you to a different record, but on the same tab. Be sure to navigate back to the first tab when you start entering a new survey.

This arrow will take you to the next record.
This arrow will take you to the previous record.
This arrow will take you to the first record.
This arrow will take you to the last record.





- If you do need to edit an existing form, BE VERY CAREFUL to avoid overwriting the wrong form. Double check the number written on the paper survey matches the survey number on the electronic form. On some computers, when you scroll down ACCESS will automatically scroll ahead to the next form.

Tips for Entering Data:

- Keep the answers as they are on the survey, even if you don't think they make sense.
- Leave blank answers blank in the form.
- If 'other' is selected in any question, be sure to write in the response in the text box provided.
- Paraphrase the response if an answer is too long to fit into the text boxes (the character limit is 255). If you think the full quote would be useful for the report, save the full quote for later reference in a separate Word document.
- Double check your work.
- Ask if you have any questions or are unclear about how to input something.
- Back up your work on either a network drive, a USB drive or by emailing it to yourself.

Section 5: Using Your Data

This section should be used after all the data for your PAR project has been collected. It will help to turn the data that was collected into concrete research findings and policy recommendations. The findings and policy recommendations will serve as the foundation of the report that you will write. This section is designed with activities that will enable members of your organization to guide the process of analyzing data, crafting research findings, understanding and debating different policies and crafting policy recommendations for your report.

Activities

A5.1: Using Data to Create Research Findings
A5.2: Understanding Policy Recommendations & Targets
A5.3: Creating Effective Policy Recommendations

Tools

T5.1: Sample Research Finding and Data for Matching Activity
T5.2: Policy Recommendation Matching Activity
T5.3: Levels of Government Chart

Activity 5.1: Using Data to Create Research Findings

Tools Needed
Tool 5.1: Sample Research Data and Findings for Matching Activity (cut into individual segments, with data and findings separated).

Materials Needed
Butcher Paper
Markers

Key Terms
Research Finding
Data
Qualitative
Quantitative

Intended Audience
Members who have been actively involved in the research project

Time Needed
1 Hour

Purpose of Activity
The purpose of this activity is to educate participants about the relationship between data and research findings. Participants will also create research findings from the data that has been collected for your PAR project.

By the End of Activity Participants Will
- Understand the relationship between data and research findings
- Create research findings out of the data that has been collected

Before this Activity Participants Will Need to
Be informed about your research project

Before this Activity the Facilitator Will Need to
Compile a list of the raw data you have collected (such as percentages and quotes), print them out, and cut them into individual strips.

Part I. Understanding Data and Research Findings (30 Minutes)

Facilitator Instructions

1. Before you begin the activity, take the research findings from the handout and tape them up around different parts of the room (you can also write the findings on butcher paper).

2. Provide context for the group: explain the focus of the research and what you have done so far in the PAR process.

3. Frame the activity: today we will be learning about research findings and how they relate to data. Our goal is to begin to create research findings from the data that we have collected.

Popcorn questions: Who has an idea of what a research finding is? Who can describe what data is? How is a research finding different than data? Record responses on butcher paper. Compare responses with the info below

Research Finding: is a conclusion made based on the data collected during the research process. A finding is short and to the point and allows you to tell a story with your data.

Data: consists of the raw quantitative (numbers) or qualitative (stories) information you find through your research. Data is used to create research findings.

4. Give the group a few minutes to walk around and look at the research findings posted around the room. Ask the group: What do you notice about these findings? What do they have in common? Remind the group that findings are short and focused and tell a clear story about your data.

5. Next, explain that in order to deepen our understanding of the relationship between research findings and data, you will be splitting the group up into pairs and giving each pair a few pieces of quantitative and qualitative data. Each group will then have to walk around the room and match the piece of data with a research finding that it supports or explains.

6. Go through one example with the entire group. Answer any questions that arise.

7. Give participants 5-10 minutes to walk around the room and place their data.

8. Next come back together as a big group and go through each of the research findings taped up on the wall. Ask each group to explain why they placed their data next to the finding. Make sure all the data corresponds to the correct finding and answer any questions that arise.

Part II. Creating Your Own Research Findings (30 Minutes)

Facilitator Instructions

1. Explain to the group that during this part of the activity you will be creating your own research findings based on the data that your group collected.

2. Split participants into groups of 3-4.

3. Give each small group one or more piece of quantitative or qualitative data from your research (that you prepared in advance).

4. Give each small group 5-10 minutes to write down one or more research finding that relates to the data that they are given.

5. After each group is done, go around the room and have each group read and explain the research finding they created. Record each finding on butcher paper. Be sure to create time for feedback and questions between each group.

6. Debrief and keep the findings for a later activity.

ACTIVITY 5.2 RESEARCH FOR ORGANIZING

Activity 5.2: Understanding Policy Recommendations & Targets

Tools Needed
Tool 5.2: Policy Recommendations Matching Activity (pre-cut into individual examples)

Tool 5.3: Levels of Government Chart

Materials needed
Butcher Paper
Markers
Sticky tack or tape

Key Terms
Federal Government
State Government
Local Government
Policy

Intended Audience
Members

Time Needed
1 hour 40 minutes

Purpose of Activity
The purpose of this activity is to familiarize participants with different categories of policy recommendations and the government institutions that create and change policy in order to prepare your group to craft policy recommendations for your report.

By the End of Activity Participants Will
- Review what a policy recommendation is and what it is not
- Learn about categories of policy recommendations
- Review examples of policy recommendations that other organizations have used for PAR projects
- Learn about and create a diagram of key policy targets for your issue at the Federal, State and Local levels

Before this Activity Participants Will Need to
Be familiar with the overall design and timeline of the research project

Part I. Understanding Types of Policy Recommendation (1 hour)

Facilitator Instructions

1. Provide some context of your PAR project and the campaign it is connected to. Explain that this activity will explore different categories and examples of public policy as we prepare to create policy recommendations for our report.

2. Put up two pieces of butcher paper. On one piece write, "The city council and Mayor should pass a law mandating that all workers are paid a living wage." On the second piece of paper write, "All workers deserve a living wage."

3. Ask the group: What is the difference between these two statements? Which of these is a policy recommendation and which is not? Why? What is a policy recommendation? Popcorn responses and record on butcher paper.

4. Summarize what has been said and explain:

Policy Recommendation--is a solution that you propose that will make a systematic change to a problem you have identified through your research. It is specific and is targeted to a particular person or entity with the power to make the change that you propose.

5. Write 5 categories below on butcher paper. Introduce and discuss/clarify the definitions and ask for examples for each category. Explain that these are not the only categories of recommendations but that we will be using these categories for this activity.

ACTIVITY 5.2 RESEARCH FOR ORGANIZING

Five Categories of Policy Recommendations

- **Legislative**: involves changes to existing laws or introducing new laws. These laws can be local laws, state laws or federal laws.

  Example: The Mayor and City Council should pass a living wage law.

- **Enforcement**: calls for the enforcement or implementation of laws that already exist on the books but may not be implemented in practice.

  Example: The Department of Labor should enforce the Domestic Worker Bill of Rights.

- **Budgetary**: calls for funding changes, such as increased or decreased funding for a particular program or community or opposition to budget cuts.

  Example: The Governor should allocate $20 million dollars for housing for people living with HIV/AIDS in the state budget.

- **Oversight**: calls for monitoring and oversight over a particular issue, agency or program from either governmental or citizen committees or individuals.

  Example: The Mayor should appoint an independent monitor to oversee the New York Police Department.

- **Democratic Participation**: calls for increased public and citizen participation or democracy in an issue or government body.

  Example: The Mayor should appoint a new Charter Revision commission, which includes low-income people of color, to revise the city charter.

6. Next put five sheets of butcher paper up in different parts of the room with one of the five policy recommendation categories above written on the top of the sheet.

7. Next split participants into two groups. Give each group half of the sample policy recommendations from Tool 5.2 “Policy Recommendation Matching Activity.”

8. Instruct each group to read and discuss each sample policy recommendation and decide which category it fits into. After they’ve made a decision have each group tape the recommendation onto the corresponding butcher paper sheets placed in different parts of the room.

9. After each group has finished discussing and placing each of their sample policy recommendations, come back together as a big group. Go through each of the categories and read off each of the policy recommendations placed on the sheet. Ask the group that placed it there to explain why they chose that category. If an answer is wrong see if anyone can figure out the correct answer. Make sure each policy recommendation is placed in the right category (use the end of T5.2: Sample Policy Recommendations Cheat Sheet for correct answers). Discuss each sample in each category until you’re finished.

10. Debrief the activity. What did participants learn about policy recommendations? Were there any samples that were particularly hard to place? Why? Were there any that could fit into more than one category?

Part II. Understanding Targets for Policy Change (40 minutes)

Facilitator Instructions

1. Remind the group of the focus on your research project and some of the policy recommendations you have developed.

2. Frame the activity: today we will discuss the institutions and individuals that have power over the policies that we are trying to win. We'll call these institutions and individuals our targets. At the end of this activity we will have created a diagram of the targets for the policies we are trying to win.

3. Popcorn questions to the group: Where do we go when we want to demand a policy change for our community? What institutions or individuals do we target? What are the three major levels of government that have power to create and change policies? (Federal, State, Local).

4. Next split into three groups. Hand out Tool 5.3: Levels of Government Chart. Remind the group about the three levels of government (Federal, State, Local). Make sure each group has butcher paper and markers.

5. Give each small group 10 minutes to 1) brainstorm all of the possible institutions, agencies, or individuals that could be targets for the policy your organization is working on at the federal, state and local level. Then 2) come up with a visual diagram or drawing, with as much detail as possible, to represent the possible policy targets you discussed.

6. Come back together as a big group and have each small group present and explain their drawings at the front of the room. Be sure to discuss questions that come up and to fact check the diagrams created. (As a facilitator you might want to create a list of key target institutions in advance of the session that you want to be sure are represented on the diagrams).

7. Keep the diagrams for use in later activities.

Activity 5.3: Creating Effective Policy Recommendations

Materials needed
Butcher Paper
Markers
Your Research Findings (From Activity 5.1)
Your Policy Target Diagram (From Activity 5.2)

Intended Audience
Members who have been actively involved in the research project
Members

Time Needed
1 Hour

Purpose of Activity
The purpose of this activity is to create effective policy recommendations that are connected to the data that you have collected through the PAR process.

By the End of Activity Participants Will
Brainstorm policy recommendations for your PAR project

Before this Activity Participants Will Need to
Be informed about your research project
Be familiar with the major research findings of the project

Part I. Brainstorming Policy Recommendations (1 hour)

Facilitator Instructions

1. Introduce that this activity will enable the group to brainstorm policy recommendations for your PAR project.

2. Post the research findings you created in Activity 5.1 on the wall. Review your research findings with the group. Remind the group that policy recommendations provide solutions to the problems you've found and documented through your research.

3. Post your diagram of policy targets on the wall and remind participants that each of the policy recommendations that they come up with needs to have a specific target that has the power to create or change the policy they are calling for.

4. Split participants in small groups.

5. Remind the participants of the categories of policy recommendations: legislative, budgetary, enforcement, oversight, and democratic participation and point to the examples posted around the room.

6. Give each group 5-10 minutes to brainstorm 2-3 policy recommendations for the each of the categories. Remind the groups to connect the recommendations to the findings. If some of the categories do not seem relevant to your project, just ask the participants to make a note of that in their small group discussions. Tell the small groups to be prepared to present the following to the larger group:

   a. The policy recommendation
   b. Explain which category they placed it in and why
   c. Explain who the target is and why
   d. Explain what information is still needed to make it a strong policy recommendation

7. Come back together as a big group and have each small group present what they came up with.

8. After all the groups have presented ask the group to consider the following questions:

   a. Which recommendations seem most in line with the vision of our organization and the priorities of our members?
   b. Which recommendations will have the biggest impact for our membership?
   c. Which recommendations seem the most winnable in the short term?
   d. Which recommendations seem like more long term fights?
   e. Which recommendations are going to be the most difficult to win?

9. Mark the butcher paper to record which recommendations that seem to be high priority (have biggest impact, are most in line with vision) and those that are short term, which are long term and which seem most difficult to pursue.

10. Ask the group if they feel good about what they've come up with? Is there anything that is missing? Is there anything you haven't considered, or need to work on further?

11. Explain that these can be used as a starting point to develop recommendations for your report.

Tool 5.1: Sample Research Findings and Data for Matching Activity

Finding: Police are arresting people for syringe possession, even when they participate in lawful syringe access programs.

- **Data**: 71% of survey respondents had been charged with unlawful syringe possession.

- **Data**: Of those arrested for syringe possession, 9 out of 10 people were carrying an official card, saying they were part of a syringe exchange program.

- **Data**: "I've known about people getting arrested just for having syringes in their property. I've been arrested and as soon as the police have asked me, "do you have anything in your pocket", and I say, "Yes, syringes," before they even let me explain, they cuff me….[meanwhile] I have everything in my pocket and everything in my wallet that say it's OK for me to carry syringes."

Finding: Downtown Brooklyn residents want new and better grocery store options.

- **Data**: 84% of respondents wish they had more options for grocery stores in their communities

Finding: Demolition of Public Housing results in the destruction of communities and hardship in the lives of those that are displaced.

- **Data**: "I had a good friend that lived in Scott Carver Homes (public housing development)…she told me when she had to move out it was like leaving a piece of her behind because for 26 years that is all she knew. Talking to her about that you could feel the anger and hurt in her voice."

Finding: The health of many workers and residents suffering from 9/11-related health problems is not improving.

- **Data**: 88% state their health symptoms may have been caused or worsened by 9/11.

- **Data**: 81% with 9/11-related symptoms have seen a doctor concerning their symptoms.

Finding: Chinatown residents have been subject to increased neglect, harassment, and displacement as gentrification has increased.

- **Data:** 73 percent of Chinatown tenants reported experiencing harassment from their landlords

- **Data**: 71% of Chinatown residents surveyed lived with one or more serious housing violation (including little or no heat, little or no hot water, lack of running water, leaking pipes, collapsing ceilings, exposed wires, and leaking gas) in the past 12 months.

Finding: Police are arresting people for syringe possession, even when they participate in a lawful syringe access program and have documentation proving it.

- **Data**: "I've been arrested and as soon as the police have asked me, do you have anything in your pocket and I say yes, syringes, before they even let me explain, they cuff me me…I have everything in my wallet to say it's OK for me to carry hsyringes."

Finding: The vast majority of restaurant employers do not provide health-related benefits such as health insurance or paid sick days for their employees.

- **Data**: 72% of restaurant workers reported working while sick

- **Data**: Only 32% of restaurant workers sought medical care due to an on-the-job industry.

Finding: Domestic workers lack paid sick and personal days.

- Data: 57 % of domestic workers surveyed do not receive any paid sick days

- Data: 71% of domestic workers surveyed do not receive any paid personal days.

Finding: Many domestic workers do not earn enough income to meet their basic needs

- **Data**: 93% of domestic workers were found to be living under the "low-wage" level

- **Data:** 17% of domestic workers were found to be living below the federal poverty line

Finding: The vast majority of public housing residents do not participate in the official resident participation system at the local or city levels.

- **Data:** Only 14 percent of survey respondents voted in the last RA election at their development

- **Data:** 1 in 2 residents did not even know that their housing development had a resident association, and only 1 in 5 residents participated in their resident association.

Finding: Immigrant and limited English-proficiency New York residents are living in unsafe and unhealthy housing conditions yet do not know there is a city agency, HPD, designed to help address their housing needs.

- **Data:** 60% of Immigrant and limited English-proficiency New Yorkers surveyed reported to living with one or more critical housing code violation in the past 12 months.

- **Data:** 62% of respondents did not know that there is a governmental agency, HPD, dedicated to meeting their housing needs.

Finding: Residents of public housing have no decision-making powers over policies that effect their buildings and homes.

- **Data:** "We [resident boards] are puppet boards. You really don't care what we have to say anymore because you go ahead and you do what you want to do, and then come to us to say it's a done deal."

- **Data:** "I understand what you are saying about the different roles and responsibilities of NYCHA, Congress and HUD, but what we're saying is: Who do we go to if NYCHA is not listening to us?"

Tool 5.2: Policy Recommendations Matching Activity

Recommendations come from Reports released by various community organizations. Cut into 14 separate slips of paper for Activity.

1. Congress and President Obama should allocate funding for an expanded health center to treat 9/11 affected workers and residents.

2. Congress and President Obama should provide resources to track all reported health problems related to 9/11 that are not currently tracked.

3. The NY City Council and Mayor should pass Introduction 648 (2007) a bill that would establish a right to counsel for low-income seniors facing eviction.

4. The NY City Council and Mayor should pass the Small Business Preservation Act (Jackson Bill) which helps small businesses negotiate their leases with property owners to enable them to remain in gentrifying communities

5. The Mayor and City Council ensure ongoing monitoring of law enforcement practices around syringe access programs.

6. Each NY City councilmember should set aside 10% of their discretionary funds for a participatory budget process in their district.

7. The NYC council should pass legislation to impose a tax on all residential properties that are completely constructed and sit completely vacant for more than one year in order to help finance the conversion of vacant buildings into low income housing

8. The Mayor and the NYC Economic Development Corporation should implement the People's Plan for development of the East River Waterfront ensuring that the community's input is guaranteed now and in the future.

9. The Department of Labor (DOL) should ensure that the Domestic Workers Bill of rights is being adequately enforced so that workers can exercise their right to overtime pay and a paid day of rest.

10. The Attorney General should enforce the immigrant services provider law to prevent predatory and fraudulent services aimed at immigrants.

11. HRA should hire external groups to monitor contracts, build capacity of vendors, and conduct long-term evaluation of the impact of programs.

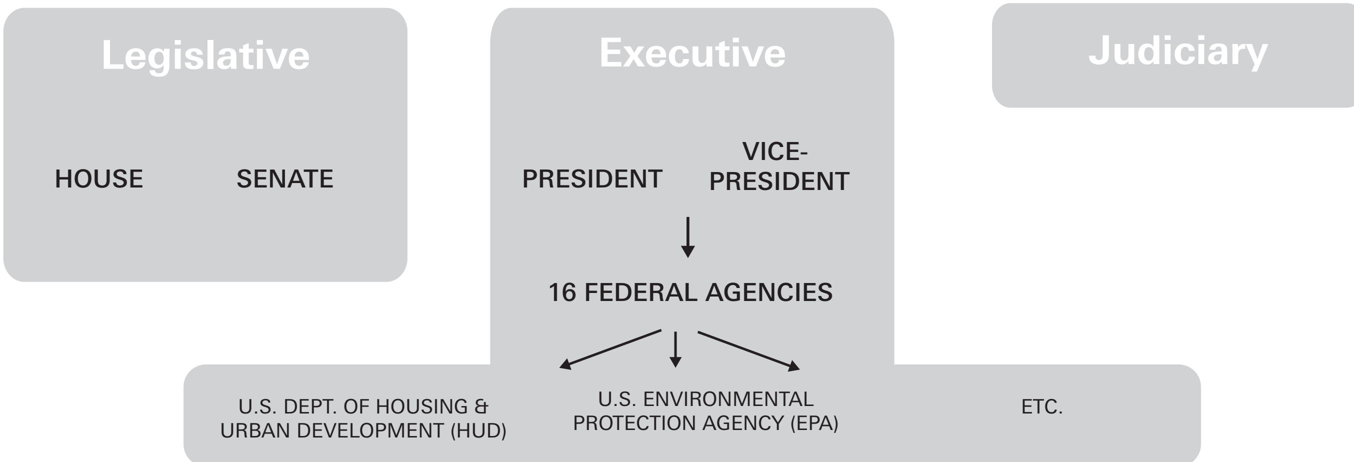
12. The Mayor should establish a public/ private commission that includes government entities, advocates and HRA clients that has the power to approve and suggest changes to the renewal of all HRA contracts.

Answer Key—Policy Recommendations Matching Activity

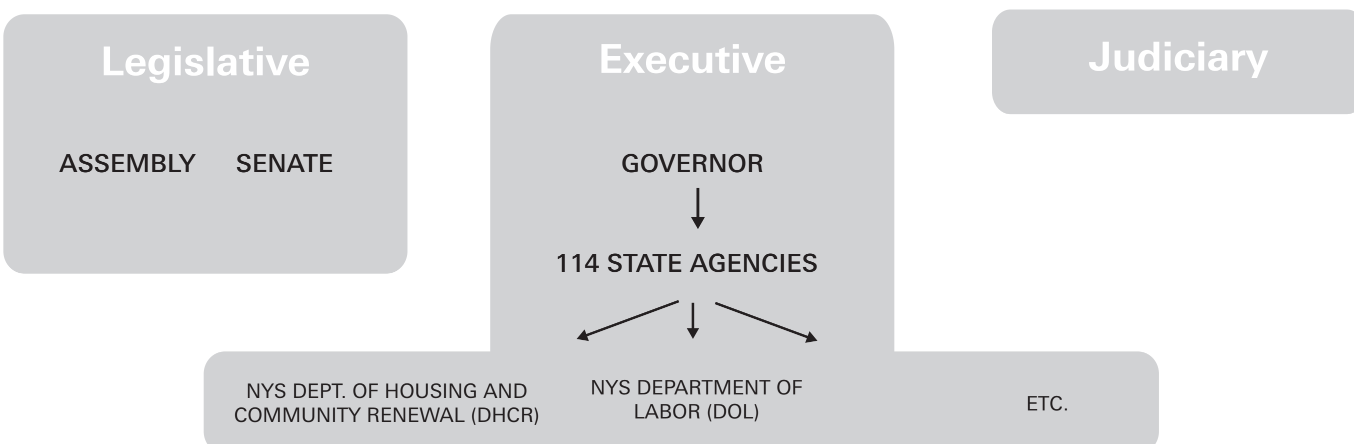
1.	Budgetary	2.	Budgetary/Oversight
3.	Legislative	4.	Legislative
5.	Oversight	6.	Budgetary
7.	Legislative	8.	Participation
9.	Enforcement	10.	Enforcement
11.	Oversight	12.	Oversight

Tool 5.3: Levels of Government Chart

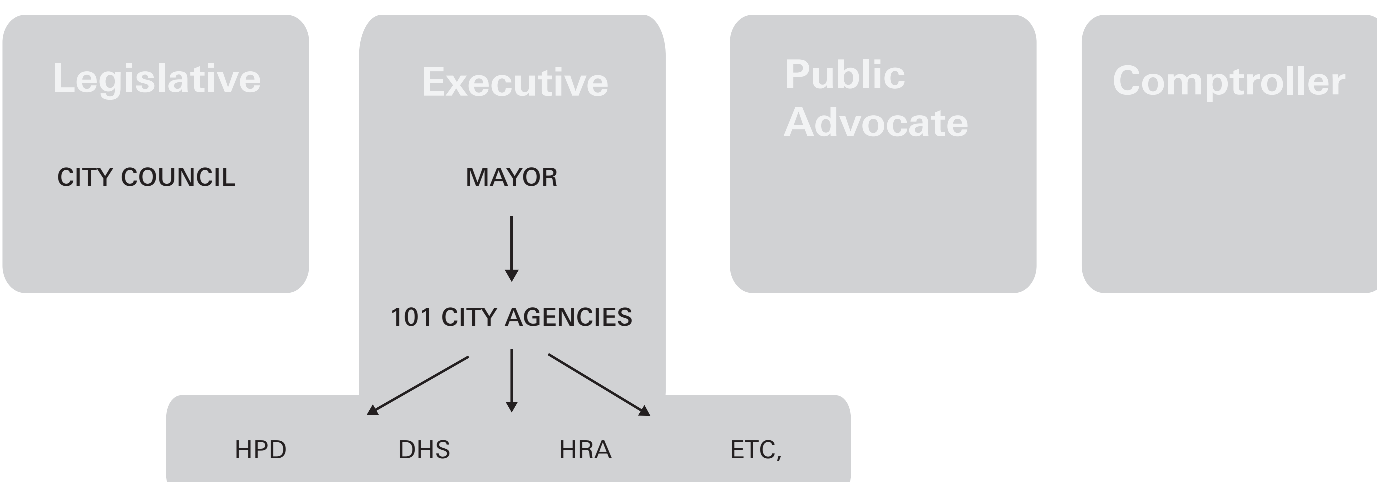
FEDERAL GOVERNMENT



NY STATE GOVERNMENT



NYC LOCAL GOVERNMENT



Section 6: Presenting and Packaging the Report

This section is designed for whomever will be responsible for writing, designing, and packaging the research. This section has no group activities and consists entirely of tools to assist you in this phase.

Tools
T6.1: Model Outline of Report
T6.2: Design & Printing Resources

Tool 6.1: Model Outline for Report

Below is an outline of contents that typically go in a participatory action research report. You may need to add and omit sections, depending on your organization and issue of focus

Contents

Preface Sections:

1. **About the Authors:** List the organization(s) with a brief description of the mission and work. Include organizational logos if possible.

2. **Acknowledgements:** Acknowledge all of the individuals, organizational partners, members, and funders that made the report possible.

3. **Foreword:** Including a foreword from a well-known public figure or scholar can help raise the profile of your report and draw in readers.

4. **Table of Contents:** Present all of the sections of the report with corresponding page numbers in a clear and concise manner. You may also want to include a list of all the tables and charts in your report.

The Report

5. **Executive Summary:** Should concisely summarize the report. Because this is the section that will be read the most, it should include the most significant research findings, data and policy recommendations.

6. **Introduction and Background:** Use this section to frame your report and to introduce the issue and/or community of focus. This section can include pertinent historical information, secondary data and a review of literature.

7. **Research Methods:** Describe of all of the research methods you used in the report. Include demographic information about your research sample, the sample strategy you used, who conducted the research, when the research was conducted and any challenges or limitations to your research that may have significantly impacted your findings.

8. **Research Findings:** Present all of your significant research findings from the data you collected in this section. Consider formatting this section by research finding including a brief background, summary of the finding, and relevant quantitative and qualitative data that supports the finding. Look for creative ways to present your quantitative data (charts, tables, graphs etc.), and your qualitative data (pullout quotes, individual member profiles or biographies with photos). Try to present the data so that the most important findings pop out the most.

9. **Political Context:** Describe the present political climate with information about relevant laws, legislation, and government funding related to the issue. This section should lay the foundation for the specific policy recommendations you propose in the following section.

10. **Policy Recommendations:** This section should present your policy recommendations in bulleted and easy to read format. Each policy recommendation should be directed at one or more specific entity that has the power to create or implement the policy you are recommending.

11. **Conclusion:** This section should sum up the main points of your report and include the core information you want the reader to take away after reading the report. It should also be inspirational, forward looking and act as a sort of "call to action" for the reader.

12. **Appendix:** Include addendum documents or information that clarify or strengthen your argument. Often appendix sections include tables, charts, and graphs of relevant information that are too bulky or too detailed to include in the body of the report. This can also include additional details from your methodology or a glossary of terms or acronyms that you use throughout the report.

13. **Endnotes/Footnotes:** Put all of your citations in this section; consider also including a bibliography of works cited. There are different formats you can use for citing works, but be sure that whatever format you chose, you are consistent for all of your footnotes or endnotes. Some types of publications, such as very technical or legal reports, may require footnotes but usually endnotes will suffice. Additional resources on citations include:

http://www.lib.berkeley.edu/instruct/guides/citations.html
http://owl.english.purdue.edu/owl/resource/747/01/
http://owl.english.purdue.edu/owl/resource/717/01/

Tool 6.2: Resources for Designing and Printing Your Report

The look, design, and quality of printing utilized for your report is significant! A report that looks sloppy or unprofessional may get discarded by public officials and media. There are a number of design resources that exist in the case that you need to seek support outside of your organization.

Social Justice Graphic Designers
There are a number of organizations that do graphic design and have a social justice analysis guiding their work. Some groups include:

- **The Center for Urban Pedagogy-**- Based in Brooklyn, CUP's mission is to use design and art to improve public participation in shaping the places where we all live. CUP projects bring together art and design professionals - artists, graphic designers, architects, urban planners - with community-based advocates and researchers - organizers, government officials, academics, service-providers, policymakers. http://www.anothercupdevelopment.org/

- **Design Action**-- Based in Oakland, Design Action provides graphic design and visual communications for progressive, non-profit and social change organizations. By providing these high-quality professional services, we seek to contribute to building a broad and effective progressive movement and participate in the struggle for social justice. Design Action is affiliated with Inkworks Press-a democratically run worker collective that specializes in green printing services. http://designaction.org/

- **Hester Street Collaborative**-- Based in New York City, Hester Street Collaborative's (HSC) mission is to empower residents of underserved communities by providing them with the tools and resources necessary to have a direct impact on shaping their built environment. We do this through a hands-on approach that combines design, education, and advocacy. http://hesterstreet.org/

- **Justseeds Artists' Cooperative** is a decentralized network of 26 artists committed to making print and design work that reflects a radical social, environmental, and political stance. http://justseeds.org/about/who_we_are.html

- **Free Range Studios-**- We're a team of passionate, wildly creative people who spend our days strategizing, branding and designing so the most important social messages get through loud and clear. http://www.freerange.com/about-us.html

Individual Graphic Design Consultants-
There are a number of individual graphic designers that focus on design for social justice organizations.

- **Rosten Woo**: http://wehavenoart.net/
- **Chris Chaput**: christopher.chaput@gmail.com

Section 7: Releasing the Report

After you've finished researching, writing, and publishing your report it's time to create a strategy for how to get your report out into the world. The report release creates an opportunity for you to publicize your work to media, organizational allies, public officials and others. A successful release can also be a good launching point for a campaign. This section features activities and tools that will assist your group in the report release process. It will help you devise a release strategy, plan for the release, and outreach to allies and the media. It also includes sample materials from previous report releases.

Activities
A7.1: Choosing a Strategy for Releasing the Report
A7.2: Planning for the Report Release
A7.3: Bringing in Allies
A7.4: Using the Media

Tools
T7.1: Media Release Strategies
T7.2: Report Release To-Do List
T7.3: Sample Report Release Invite Letter
T7.4: Contents of a Press Packet
T7.5: Tips on Crafting Testimony for a Report Release
T7.6: Select Media Outlets in NYC

Activity 7.1: Choosing a Release Strategy

Tool Needed
Tool 7.1: Types of Report Releases

Materials Needed
Butcher Paper
Markers

Intended Audience
Community members who have been actively involved in the research project

Time Needed
45 minutes

Purpose of Activity
The purpose of this activity is to educate participants about different types of research report release strategies so that you can make an informed decision about what type of report release strategy you will take.

By the End of Activity Participants Will
- Learn about different types of release strategies
- Discuss the positive and negative aspects of using each strategy
- Decide a release strategy

Before this Activity Participants Will Need to
Be informed about your research project

Part I. Media Release Strategies (45 minutes)

Facilitator Instructions

1. Frame the activity: today we are going to review and discuss different types of report release strategies in order to decide which strategy we want to use to release our report.

2. First, let's brainstorm some goals for the release that can then help us determine which type of release we should use. What do we want to accomplish through the release? Who do we want to impact? Who is our audience? Write answers up on butcher paper.

3. Pass out Tool 7.1: Media Release Strategies. Give basic introductions/definitions of each type of strategy.

4. Split participants into 4 small groups. Assign each small group one of the four media release strategies. Be sure each group has butcher paper and markers.

5. Have each small group discuss pros and cons of the strategy assigned to them and how it compares to the goals for your report release. Ask them to write their answers on butcher paper and be ready to be report to the large group.

6. Come back together as a big group and have each small group present their pros and cons. Take time for questions and answers after each group presents and remember to refer back to the goals for the release.

7. Next discuss which strategy is most suitable to your project and come to a decision about what format you will use for your release.

Activity 7.2: Planning for Your Report Release

Intended Audience
Members
Members who have been actively involved in the research project

Materials Needed
Blank butcher paper
Butcher Paper with Report Release Planning Chart
Markers

Tools Needed
T7.2: To Do List for Report Release

Time Needed
1 hour, 15 minutes

Purpose of Activity

The purpose of this activity is to collectively plan out everything your group needs to do to prepare for your report release.

By the End of this Activity Participants Will

- Delegate roles and responsibilities in preparation for your report release

Before this Activity Participants Will Need to

Be informed about your research project

Part I. Brainstorming the Release (30 minutes)

Facilitator Instructions

1. Frame the activity: now that we know the type of release we will use, let's brainstorm some ideas for what will happen at the release. We are not going to make any decisions yet, we are just throwing out ideas. Write all ideas on butcher paper.

a. What do we want to DO at this event? Some examples: review research, hear personal stories, show examples of the problem, present pictures or visuals, share our recommendations.

b. Who do we want to invite to this event? Some examples: elected officials, media, community members, allies,Where could we have this event? Some examples: City Hall, our neighborhood, community space, university, park, etc.

c. When could we have this event? What day of the week will be best for most people? What time of day will be best? How much time will we need to prep?

d. Who would speak at this event? Some examples: members, allies, elected officials, community groups, etc?

e. How do we want to present our research? Some examples: factsheets, speakers, PowerPoint, stories, posters, video, etc.

2. Sum up the ideas mentioned and point out trends in the ideas. ("A number of you mentioned the importance of emphasizing personal stories during the release", etc).

ACTIVITY 7.2 RESEARCH FOR ORGANIZING

Part II. Report Release Planning Chart (45 minutes)

Facilitator Instructions

1. Frame the activity: in order to ensure the report release is a success there is a lot of preparation and planning we need to do as a group. The focus of today's activity is to do all of the necessary planning for the report release.

2. In advance of the meeting prepare a large sheet of butcher paper with the table from Tool 7.2: To-Do List for a Report Release (Note: These are just suggestions of tasks, these tasks will differ depending on the type of release).

3. Go through the table and fill out each section. Be sure to fill out the when column with dates. Add to the list any additional tasks that need to be accomplished before your release.

ACTIVITY 7·3 RESEARCH FOR ORGANIZING

Activity 7.3: Bringing in Allies

Intended Audience
Members
Members who have been actively involved in the research project

Materials Needed
Butcher Paper
Markers

Time Needed
1 hour

Purpose of Activity
The purpose of this activity is to think strategically as a group about the ally organizations to which you will outreach, and to create an outreach plan.

By the End of Activity Participants Will
- Identify allies and adversaries of your organization that may affect your report release
- Create a plan to draw allies to your report release

Before this Activity Participants Will Need to
Be informed about your research project

Part I. Identifying Allies and Adversaries (30 minutes)

Facilitator Instructions

1. Frame the activity: this activity is designed for us to identify allies and adversaries of our project and organization. By identifying allies we can potentially broaden the impact of our report release by drawing strategic allies to play a role in the release, and/or more people to the release. By identifying who are adversaries are we can anticipate how opposition might affect the release of our report.

2. As a large group identify three categories of allies and potential allies of your organization or campaign: like-minded community-based organizations, legal, resource or advocacy organizations, government officials. Record them in a list on butcher paper. (If you have a group of more than 10 participants you might split into small groups and have each group brainstorm allies and report back.)

3. Discuss your organization's relationships with the potential allies listed, discuss how the allies would affect your release and decide whether or not you want to outreach to each group listed. Circle all groups you want to outreach to for the next activity.

4. On a different sheet of paper list potential adversaries to your organization or project. Be as specific as possible. Focus on the groups that may affect or be present at your release event.

5. Go through the list of adversaries and discuss how each group could potentially affect your release. Then discuss how you might account for their actions or counter-arguments.

6. Record list of any actions you might take to account for your adversaries.

ACTIVITY 7.3 RESEARCH FOR ORGANIZING

Part II. Create an Outreach Plan (30 Minutes)

Facilitator Instructions

1. Prepare a sheet of butcher paper with the table below:

Ally	What You're Asking For	Who	When

2. In the Ally column, list all allies that you circled in the previous activity. Discuss and fill out the rest of the chart by clarifying what you are asking of each ally; deciding who in your organization is the most appropriate person to contact them, and when you should reach out to them.

3. Be sure to keep the results of your table for future reference.

Activity 7.4: Using the Media

Materials Needed
Butcher Paper
Markers
Paper
Pens

Intended Audience
Staff of your organization
Members who have been actively involved in the research project

Time Needed
50 minutes

Purpose of Activity

The purpose of this activity is to brainstorm and identify media targets for the research report.

By the End of Activity Participants Will
- Brainstorm possible media outlets
- Identify media targets

Before this Activity Participants Will Need to
Be informed about your research project

Part I. Media Scattergories (30 minutes)

Facilitator Instructions

1. Frame the activity: in order to draw media to your release you need to do targeted media outreach. This activity will enable us to both identify possible media outlets and to decide on which outlets we want to target.

2. Ask members to brainstorm different types of media (e.g. TV, radio, newspapers, magazines, online). Record each category on butcher paper.

3. Introduce that you will play a quick game of media scattergories to brainstorm possible media outlets to target.

4. Give each participant pen and paper.

5. Next choose one media category to begin with (e.g. TV, Radio, Blogs, Newspapers, Magazines) and give each participant 30 seconds to write down as many media outlets (e.g. ABC, CBS, WLNY etc) they can think of per category.

6. Record responses in a list on butcher paper.

7. Give a point to every participant who came up with a name that nobody else thought of. Ask everyone to record their points after each round.

8. Go through each category tallying points after each round. After finishing each round tally points, when you have finished each category tally total points and see who wins!

9. Keep the list of recorded media outlets for the next activity.

Part II. Identify media targets (20 minutes)

Facilitator Instructions

1. If your organization has a list of media contacts, print out copies in advance of the meeting and give one to each of your members.

2. Using the list of media outlets you created through the scattergory activity, as a group go through the list and star each outlet where your organization has a personal contact.

3. Then go through and star any other outlets that you think you can realistically turn out to your release.

TOOL 7.1 RESEARCH FOR ORGANIZING

Tool 7.1: Media Release Strategies

Press Conference

Is a news event where journalists are invited to hear a prepared presentation or statement. Journalists are often allowed to ask questions of the presenter(s).
Audience: Press, allies, members, elected officials.
Set-up: Podium or stage with people standing behind the speaker to show their support for the message. Often held at a strategic location (city hall, at a campaign specific site, etc.).

- **Benefits:** Less work, easier to get elected officials to attend, easier to get press to attend.
- **Drawbacks:** Not able to share as much in-depth information about the report as at policy briefing.
- **Roles:** MC; People to give testimony; Presenter for findings/recommendations; Elected official to introduce or endorse the report (optional).

Policy Briefing

Is a forum for your organization to share the findings and recommendations from your report with policy makers, elected officials and others that have interest in the given issue.
Audience: Policy makers, government staffers, allies, funders.
Set-up: Usually held in a more formal location and the program includes a briefing on findings and policy recommendations, testimonies by people directly impacted by the issue and/or panel discussion, Q and A.

- **Benefits:** Better able to share findings, more in depth, can attract allies and policy makers.
- **Drawbacks:** Not always as energizing as an action/rally, can be more difficult to attract media, can take more time and capacity to organize.
- **Roles:** Facilitator; People to give testimony; Panelists; Presenter for power point; Government official(s) to introduce or comment on report (optional).

Rally

Is a gathering of people to show support or voice concern about a particular issue. This can resemble or be combined with a press conference.
Audience: Members, allies, public, press.
Set-up: Action that involves members and allies. Can be creative and take place in a setting that draws attention to your report (i.e. in front of a vacant condo for a report about vacant condos or in front of a supermarket for a report about access to healthy food).

- **Benefits:** Can be a significant display of power, can be energizing for members and can draw media.
- **Drawbacks**: May not allow you to fully showcase your research findings and may be less effective in bringing out elected officials and policy makers.
- **Roles:** MC; Speakers.

Community Meeting

Is a gathering of community members to discuss and educate about the contents of the report. This can be used as a way to develop a plan of action to implement the report's recommendations.
Audience: Members, allies.
Set-up: Internal meeting to report information back to community.

- **Benefits:** Good for situations that deal with sensitive information intended for community members.
- **Drawbacks:** Not as effective for bringing in media or government officials.
- **Roles:** MC; Speakers; Presenter for findings/recommendations.

TOOL 7.2 RESEARCH FOR ORGANIZING

Tool 7.2: Report Release To-Do List

WHAT:	Who?	When?
Determine goals, audience and format for release		
Pick a date for release		
Pick a venue for release		
Create a "Save the Date" flyer		
Create a formal invitation/ letter		
Create invite list		
Conduct outreach (send "Save the Date" and Invites)		
Create a program/agenda for event		
Create a media & outreach plan		
Select spokespeople		
Write Testimony		
Write the speaker's bios		
Gather quotes from spokespeople		
Write press advisory and press release		
Designate media point person		
Create a Power Point		
Track RSVPs		
Assign roles for day of release event		

Do Press outreach		
Compile Press Packets		
Conduct a prep session for report release		
Send out media advisory (2-3 days before event)		
Send out press release (day of event)		

Tool 7.3: Sample Report Release Invite Letter

[insert your organization's logo or put on organizational letterhead]

January 2009

Dear Friend,
We cordially invite you to the release of a report, Stuck in the System: How NYS Can Improve Public Health by Aligning the Penal Code with Public Health Law. This report is the result of a community survey administered by Voices of Community Advocates and Leaders (VOCAL) and analyzed by the Urban Justice Center's Community Development Project. The report documents the experiences of Syringe Exchange Program (SEP)/Extended Syringe Access Program (ESAP) participants and offers several recommendations to improve public health and safety in New York State.

Stuck in the System will be officially released on Friday, January 29th, 2009 at 10am at a press conference at 250 Broadway in the Lower Manhattan.
Syringe exchange programs promote safe-syringe practices, reduce the spread of HIV and other blood borne illnesses, and improve overall public health. These lawful programs allow properly documented participants to possess sterile or used syringes. However, the New York State Penal code does not recognize the Public Health Law exemptions and many lawful SEP participants are subjected to harassment, arrest or even incarceration, significantly reducing the effectiveness of these programs.

VOCAL, the nation's only membership organization led by active and former users developed this research project to document the experiences of SEP and ESAP participants. With research support from the Urban Justice Center's Community Development Project, VOCAL conducted over 75 surveys, 10 in-depth interviews and additional literature reviews. Stuck in the System contains the results of the surveys and interviews, as well as several vital policy recommendations that will increase the effectiveness of syringe exchange programs and improve public health and safety.

What: Press Conference and Release of Stuck in the System: How NYS Can Improve Public Health by Aligning the Penal Code with Public Health Law

When: Friday, January 29th, 2009 at 10am

Where: 250 Broadway in Lower Manhattan

If you have any questions or would like to RSVP for the press conference, please contact ________________at___________ or _________. We look forward to hearing from you soon.

Sincerely,
Voices of Community Advocates and Leaders (VOCAL)
The Urban Justice Center's Community Development Project

Tool 7.4: Contents of a Press Packet

HOW TO PREPARE A PRESS PACKET

The purpose of a press packet (a.k.a. a press kit) is to provide the media with concise, useful, and compelling documents or information regarding your organization, its issues, and the event for which you want to receive coverage. The materials included in a press packet should be graphically appealing and easy to read. Generally, press packets are distributed to journalists when they arrive at a press conference, briefing, meeting or interview. Materials included in a press packet can vary but should generally include the following:

Press/News Release

The press release is a news story which is written in an objective way so that reporters can reprint the release in its entirety as a news story. The release should always include a catchy headline, the main point of the report, several quotes from at least two spokespeople, and references to any detailed materials regarding the organization, the event, or the issue that are available to the press. This should be as short as possible with the most important information at the beginning because journalists often only skim press releases. The release should also include contact information for someone at your organization who will field calls from the press.

List and Short Biographies (Bios) of Speakers

The name of each speaker should be listed on a sheet according to their speaking order at the event. In addition, you should include a short bio with the title, organization and other pertinent background information for each speaker. The bio should be very short and specifically tailored to the issue or event that you are organizing.

Testimony

Printed statements from each event speaker and, if appropriate, from other supporting individuals or organizations not present at the event should be included in the packet in the proper speaking order. The statements should be in the first person voice and should be directly related to the issue or event you are organizing.

Background Statement

An organizational information sheet or brochure should also be included. This statement should not exceed 1-2 pages and should include the following items:

- The organization's name and logo.
- The mission or main purpose of the organization as well as short highlights of the organization's main accomplishments
- When the organization was founded
- The organization's recent accomplishments

Report and/or Fact Sheets
A copy of the report, document or item that is the focus of the event should always be included in the press packet. Additionally, you might include fact sheets that highlight your most significant findings.

Print Visuals
If possible, include one or two visuals (e.g. photos, illustrations, cartoons, charts, tables, illustrations) that the press can use to illustrate the story. You can use black-and-white or color materials that are 5” x 7” or larger. Also have these visuals in electronic format and be prepared to email them to journalists as requested.

Press Packet Folder
All the above-referenced materials should be distributed in a standard, color folder with two pockets on the inside flaps. A business card for your organization’s media contact should be inserted into the slot found on the inside of the folder. A printed sticker, which has a graphic design and words that reflect the key message of the issue, event and the organization sponsoring the event should appear on the front of the folder. Alternatively, the sticker can also be an enlarged version of your group or organization’s logo.

TOOL 7.5 RESEARCH FOR ORGANIZING

Tool 7.5: Tips on Crafting Testimony for a Report Release

Testimony at a report release should

- Focus on one or two issues or findings from your report
- Be personal and tell a story about how the research impacts you personally
- Share key data from the research
- Share recommendations from your report
- Motivate your audience to take action

Possible Outline for Testimony

1. Introduce yourself and your organization (could include your name, where you live, and any other personal information that you think is important to share with your audience).

2. Explain why you are here today and why the report you are releasing today is personally important to you.

3. Tell a personal story about how you have been impacted by the issues that are discussed in your report.

4. Give 3-4 findings or key pieces of data from your research to connect your personal story to the research.

5. Give 3-4 recommendations from your research that are connected to the findings or data you just presented.

6. Call to Action or a motivational closing that calls on the audience to take action to fix the social issues you highlight in your report.

Who Should Give Testimony at a Report Release?

- Someone that has a personal story to tell about the issues you discuss in your report.
- Someone that was actively involved in the research process.
- Someone that is an active member in your organization.

Tool 7.6: Select Media Outlets in New York City

Television
Bloomberg Television
MNN –Manhattan Neighborhood Network
MSG-Madison Square Garden Network
New York 1 (NY1)
News 12 Long Island
NYCTV
WABC-7
WCBS-2
WLNY
WNBC-4
WNET-PBS
WNJU-Telemundo
WNYW-Fox 5
WWOR-UPN
WXTV-Univision
Radio
WNYC
WQRX
WNYM
WINS
WVNJ
WADO
WVOX
WWRL
WHTZ

Newspapers
AM New York
Columbia Spectator
Crain's New York Business
Daily News
El Diario
Empire State News
Forward
Gotham Gazette
Metro New York
Newsday
News India Times
Queens Chronicle
Queens Courier
State Island Advance
The Jewish Post
The Jewish Week
The Manhattan Times
The New York Observer
The New York Post
The New York Times
The Riverdale Press
The Village Voice
The Villager
The Wave of Long Island
The Western Queens Gazette
Times Ledger
Wall Street Journal
Washington Square News

Additional Resources: Media and Communication

The following is a list of trainings and resources on media and communications relevant for social justice organizations:

- **The SPIN Project:** Develops communications skills, infrastructure and leadership, leaving stronger organizations with the ability to amplify their work with messages that evolve from the grassroots. The SPIN project has a variety of books and resources on their website.

  Available online at:
  http://www.spinproject.org/section.php?id=9

- **Talking the Walk:** A Communications Guide for Racial Justice
  This is a very useful book with many workshops and practical media trainings and Tool from a project called Interrupt. The book "collects and synthesizes best practices, recent research, and case studies into capacity building Tool for racial justice advocates. It is an attempt to build a bridge between the researchers and practitioners conducting cutting edge media work and the individuals who lead organizing and advocacy. The goal of this work is to develop the capacity of racial justice advocates to engage the media in order to promote dialogue and public policy addressing racism."

  Available online at:
  http://www.interrupt.org/pdfs/talkthewalkfinalTool.pdf

- **Re:Imagining change:** an introduction to story-based strategy
  This is a great publication from smartMeme in the Bay Area. "Re:Imagining Change is an introduction to the ideas and methods of the smartMeme Strategy & Training Project. smartMeme was founded to innovate social change strategies in response to the movement building and messaging demands of the globalized information age."

  Available online at:
  http://www.smartmeme.org/downloads/smartMeme.ReImaginingChange_bw.pdf

Glossary of Terms

Canvassing Sheet—is a tool used to track specific information that you are trying to gather at each site or property during a community mapping canvass.
Community Knowledge—cultural practices and wisdom passed down through generations.

Community Mapping—is a process of documenting and visually presenting trends or patterns in a given community.

Community Visioning—is a process where a group of community members come together to develop an alternative vision or proposal for the future of their community.

Closed-Ended Questions—are questions that are answered with a yes or no response and discourage explanation or story-telling.

Data Analysis—the process of reviewing the data you collect through surveys, interviews, focus groups, etc. in order to develop research findings and recommendations for your report.

Data Collection—is a process of gathering information (through surveys, focus groups, etc.) in order to answer your research questions.
Data Entry—process of entering data that is collected by researchers.
Data Report Back—process of presenting the data you collected and analyzed back to the community or people you surveyed, interviewed, etc. to get their feedback.

Facilitator—is someone who helps a group of people understand their common objectives and assists them to plan and achieve those objectives in a group setting.

Federal Government—is the central government of a federation of states. In the U.S., the federal government consists of the legislature (house and senate), executive branch (presidential team), and judiciary (federal courts system).

Focus Groups—are small group sessions (7-12 people) that are led by a facilitator in order to obtain qualitative data from a specific set of people.

Focus Group Guide—a set of specific questions organized thematically and used to facilitate a focus group.

Interviews—are guided conversations about a specific topic that are often done one-on-one, and tend to use open-ended questions in order to get in-depth explanations.

Interview Guide—is a set of pre-meditated questions used to guide the interview process.

Knowledge from Experience—what we learn and know from living and doing it.

Local Government—is the set of administrative authorities or governing bodies that govern over an area smaller than a state (county, city, town etc.).

Literature Review—a review of existing articles, academic studies and reports in order to find out what information already exists about the topic you are exploring.

Mainstream Knowledge—published facts and data produced by research "professionals" usually from outside the community.

Media Review—is a systematic review of a certain number of news articles or clips from a variety of sources about a specific topic to uncover the most common words or themes that emerge.

Organizing Goal—the overall policy change that you seek through your organizing work.

Open-Ended Questions—are questions used in an interview that encourage respondents to describe scenarios, tell stories, and elaborate in detail.

Policy Recommendations—the suggestions you make to elected officials, or people in power to fix the problems that you uncover with your research.

Rap—is a tool used to help canvassers and organizers prepare how they will approach and talk to different people that they want to include in their sample.

Report—a written document that summarizes your research findings and policy recommendations.

Research Findings—the conclusions you draw from your data collection and analysis.

Research Questions—a set of broad, overarching, questions that you seek to answer through your research.

Report Release—the way in which you make your research public. This could be a policy briefing, a press conference or by circulating your report online.

Respondent—is your research subject; a person who is responds to, answers, or fills out a survey, interview or focus group.

Qualitative Data—data that can be observed but not measured and is presented as stories or descriptions, usually collected through interviews or focus groups.

Quantitative Data—data that can be measured and is presented in numbers, usually collected through surveys or secondary data.

Sample—the set of people that you will talk to in order to answer your research questions.

State Government—the governing authority of a state in the U.S.

Secondary Data—data that has already been collected and analyzed by somebody for some other reason other than your current study.

Street Maps—maps used for community mapping or canvassing that map out where canvassers need to go.

Surveys—are a form of data collection that ask specific questions and tend to include short answer questions, multiple choice questions, and scaled-answer questions using a questionnaire format. Surveys can be done online, through the mail, and can be written and filled out in person.

Walking List—is a tool when canvassing or community mapping that lists out all of the properties or sites that a group of canvassers need to investigate.

HERRAMIENTA 1.1 RESEARCH FOR ORGANIZING

Herramienta 1.1: Investigación-Acción Participativa (IAP) Términos y Definiciones

Términos (Subrayado) y Definiciones (En cursiva) (los términos están en orden cronológico)

1. Metas para la Organización Comunitaria: el cambio que quieres generar a través de tu trabajo.

2. Tema de Investigación: Temas y preguntas generales que pretendes contestar a través de tu investigación.

3. Muestra: El grupo de personas con las que vas a hablar para contestar tus preguntas de investigación.

4. Datos Cuantitativos: Datos que pueden ser medidos y presentados con números. Usualmente recolectados a través de encuestas.

5. Datos Cualitativos: Datos que se pueden observar, pero no se pueden medir. Se presentan a través de historias y descripciones. Normalmente se recolectan a través de entrevistas y grupos focales.

6. Datos Secundarios: Data que ya ha sido recolectada y analizada por otra persona con algún otro fin diferente al de tu estudio.

7. Recolección de Data: proceso de recolección de información (a través de encuestas, grupos focales, etc.) que se lleva a cabo para poder contestar las preguntas de tu investigación.

8. Entrada de Datos: el proceso de entrar datos recolectados por el investigador.

9. Análisis de Datos: El procesos de repasar data que has recolectado a través de encuestas, entrevistas, grupos focales, etc. Para así poder establecer los hallazgos y las recomendaciones de tu investigación.

10. Reporte de la Data: Proceso de presentar la data recolectada y ya analizada a la comunidad o las personas que fueron encuestadas, entrevistadas, etc. para luego escuchar su opinión al respecto.

11. Hallazgos de la Investigación: Las conclusiones a las que llegas con tu data y análisis.

12. Recomendaciones Políticas: Las sugerencias que les das a los oficiales electos o a las personas en el poder para que arreglen los problemas que descubriste durante tu investigación.

13. Reporte: Un documento escrito que resume los hallazgos de tu investigación y las recomendaciones políticas.

14. Publicación del Informe: La forma en que haces pública tu investigación. Esto puede ser un informe político, a través de una conferencia de prensa y circulando tu reporte en la red.

HERRAMIENTA 1.3 RESEARCH FOR ORGANIZING

Herramienta 1.3: Principios de la Investigación-Acción Participativa (IAP)

Desacreditar los estereotipos del investigador

- Desacreditar el mito que dice que los "expertos" en el campo de la investigación vienen de instituciones formales
- Los expertos son los individuos y las comunidades afectadas
- Considera el conocimiento popular y las experiencias del pueblo como legitimas y significantes
- Involucra a las comunidades afectadas y a los individuos en todos los aspectos de la investigación y durante el proceso de crear estrategias de acción

Centrada en las Personas

- El proceso de la investigación y el análisis se basa y responde a las experiencias y las necesidades de los oprimidos
- Funciona como herramienta para unir a la comunidad ya que los une detrás de problemas y necesidades comunes

Investigación para crear poder

- Desarrolla el conocimiento y la capacidad de análisis en miembros de la comunidad, lo cual le da más poder a la comunidad de llevar las riendas sobre algún asunto en específico
- Promueve el crecimiento y el liderazgo dentro de la comunidad
- Cambia las dinámicas de poder injustas y desiguales a nivel individual, colectivo y sistemático
- Construye una base de personas que están activas y comprometidas con asuntos sociales y políticos

Orientado a la Acción

- El proceso de investigación y los resultados de la misma promueven acciones informadas y estratégicas para generar cambios sociales positivos para la sociedad

HERRAMIENTA 2.1 RESEARCH FOR ORGANIZING

Herramienta 2.1: Preguntas Guías para Desarrollar las Metas y las Preguntas de la Investigación

¿Qué cambios sociales y políticos quieres generar al fin y al cabo?

____

____

¿Cuáles son tus metas organizacionales y cómo esta investigación te puede ayudar a cumplirlas?

____

____

¿Qué información necesitas para entender y documentar los problemas que estás enfrentando?

____

____

¿Por qué es la investigación útil o importante para tu organización?

____

____

… para uso interno, para informarte sobre las necesidades de la comunidad?

Sí No

Explica: ____

____

… para uso externo, para movilizar y educar la comunidad sobre un asunto en específico?

Sí No

Explica: ____

____

…para apoyar una campaña en específico o influenciar el debate público sobre algún asunto?

Sí No

Explica: ____

____

Herramienta 2.2: Preguntas Guías para Escoger el Método de Investigación

¿Cómo puedes documentar o entender mejor un asunto? ¿Necesitas números (data cuantitativa) o historias sobre experiencias personales (data cualitativa)?
Cuantitativa   Cualitativa   Ambas

____
____
____

¿Cómo le vas a dar riendas a tu investigación? ¿Qué acciones estratégicas puedes usar para que tu investigación y reporte sean los más efectivos posibles? _______

____
____
____

¿Quiénes son las partes interesadas en este asunto? ¿Quién es afectado?

____
____

¿Quienes necesitan ser escuchados?

____
____
____

¿A quienes estás tratando de influenciar? ¿Quién tiene poder sobre este asunto?

____
____

¿Q qué público va dirigido (miembros de la comunidad, oficiales electos, media)?

____
____

¿Quién va a recolectar tu data?

____
____

¿A dónde puedes ir en búsqueda de información y otra data existente?

____
____

¿Quién te puede dar apoyo y asistencia (organizaciones sin fines de lucro, universidades, agencias gubernamentales)?

____
____

¿Cuándo es el mejor momento para llevar a cabo la investigación? _____________

____
____

…¿En tu

HERRAMIENTA 2.3 RESEARCH FOR ORGANIZING

Herramienta 2.3: Menú de Métodos de Investigación-Acción Participativa (IAP)

Encuestas – Las encuestas hacen preguntas específicas y tienden a incluir respuestas cortas, respuestas múltiples y preguntas-respuestas de escala. Las encuestas se pueden hacer en la red de Internet, a través del correo y pueden ser llevadas a cabo en persona. La forma más efectiva de llevar a cabo encuestas es frente a frente con otra persona como en forma de entrevista para que el encuestador pueda entablar una relación personal con el encuestado. Las encuestas ayudan más a recolectar información de un número grande de personas y para recolectar información cuantitativa como números que para recolectar data cualitativa, como historias personales. Las encuestas te pueden ayudar a la hora de exigir cambios a la política y los medios tienden a responder mejor con números y data cuantificable.

Entrevistas – Las entrevistas son conversaciones guiadas sobre algún tema en específico, usualmente de uno a uno y se usan preguntas abiertas para obtener contestaciones más detalladas. Las entrevistas son útiles cuando quieres información más detallada de la que sacarías de una encuesta y cuando quieres saber más de las experiencias e historias personales. También son apropiadas cuando estás lidiando con temas más delicados los cuales las personas a veces no se sienten cómodos hablando de ellos en una encuesta o frente a un grupo más grande de personas (como en grupos focales). Las entrevistas también facilitan las interacciones personales con la comunidad, pero hay que tomar en cuenta que toman más tiempo que las encuestas.

Grupos Focales – Son sesiones con grupos (7-12 personas) que son lideradas por moderadores para obtener información del grupo basándose en alguna pregunta de investigación. Al igual que las entrevistas, los grupos focales sirven para recolectar data cualitativa y es un método efectivo para escuchar las historias personales de las personas, testimonios y experiencias en grupo. Sirven también para indagar sobre asuntos específicos y también deja que sus participantes compartan ideas. Pero también debido a que la sesión se lleva a cabo en grupo, puede que sea más difícil para algunas personas compartir experiencias personales.

Captación/Mapas de la Comunidad – Es un proceso en el cual se documenta visualmente los patrones y las tendencias de una comunidad. Los mapas de la comunidad pueden servir para documentar dinámicas espaciales de una comunidad como por ejemplo viviendas de lujo, espacios verdes, nuevos negocios y hasta lotes vacíos, etc. Esta es una manera efectiva de llevar cuenta de los cambios físicos del barrio, y una forma de documentar el impacto del aburguesamiento (gentrification) en las comunidades.

Visualización de la Comunidad – Es un proceso en el cual un grupo de la comunidad se une para proponer una visión alterna o una propuesta para el futuro de su comunidad. Se puede utilizar para desarrollar demandas de políticas públicas y puede ser muy útil cuando la comunidad está trabajando para influenciar el desarrollo de la misma. También puede ayudar a grupos que están tratando de influenciar una política en particular.

Data Secundaria – Es data que ontienes de la investigación de otra persona. Esto es diferente a la data primaria que obtienes de la investigación que tú mismo llevas a cabo. La data secundaria ayuda para obtener información que puede servir de apoyo a la información que vas a obtener de las personas (data primaria). También puede servir de ayuda recolectar data secundaria antes de comenzar tu investigación para que enfoques mejor tus preguntas de investigación y para que te ayude a diseñar tus instrumentos de investigación (como guías de encuestas y entrevistas). La data secundaria puede venir de fuentes tanto privadas como públicas, como el Censo de los Estados Unidos, agencias de la ciudad y estatales, organizaciones que se dedican a la investigación y también centros académicos.

Repaso de los Medios de Comunicación – Un repaso extenso de artículos noticiosos de una variedad de Fuentes para descubrir cuales son las palabras o los temas que salen en la prensa. Esto te puede ayudar como investigación de trasfondo e informar mejor el diseño de tu investigación y también puedes usarlo para tener datos sobre cómo se presenta en los medios un tema específico.

Repaso de la Literatura – Un repaso de artículos, estudios académicos y reportes ya existentes sobre el tema que estás explorando. Esto puede ser parte de tu investigación secundaria y puede ayudarte con tus preguntas de investigación o saber cuales áreas necesitan ser más exploradas.

Herramienta 2.4: Plantilla del Plan de Investigación

¿Por qué esta herramienta es útil?
Con esta herramienta puedes documentar el plan y la metodología de la investigación. También es útil tener un plan de trabajo, con plazos de tiempo y mecanismos para llevar cuenta de las responsabilidades de tu equipo de trabajo. También puede ayudar a la hora de escribir propuestas para obtener fondos de investigación ya que toda la información necesaria la vas a tener ya lista en un documento. Abajo hay una plantilla para tu plan de investigación. Puedes mover o borrar secciones de ser necesario.

Nombre de la Organización (es):
Nombre del Proyecto de Investigación:
Fecha:

Trasfondo
Esta sección debe de tener el transfondo del asunto social con el que estás trabajando y/o la campaña que tu investigación estará apoyando.

Repaso del Proyecto
Esta sección debe de proveer un breve repaso de tu proyecto de investigación, incluyendo el asunto sobre el cual vas a trabajar y el por qué, qué información piensas recolectar, de qué persona vas a obtener esta información y cómo la vas a obtener (Ver la "Guía del Marco de Trabajo de IAP" en tus Herramientas).

Metas del Proyecto
Esta sección debe de incluir una lista usando viñetas con las cosas que quieres lograr con tu proyecto de investigación. Algunos ejemplos incluyen:
- Recolectar data detallada de nuestra comunidad.
- Desarrollar habilidades de liderazgo de nuestros miembros.
- Construir una base de miembros en nuestra organización.
- Educar a los oficiales electos sobre la campaña de nuestra organización.

Preguntas de Investigación
Esta sección debe de incluir una lista con viñetas con preguntas generales que esperas contestar con tu investigación. Las preguntas de tu investigación son distintas a las preguntas que haces en las encuestas y entrevistas porque son más generales y estas te ayudan a plantearte preguntas más especificas que vas a luego hacer en las encuestas, entrevistas, grupos focales, etc. Algunos ejemplos incluyen:
- ¿Qué impacto tienen las condiciones pobres de la vivienda en los residentes de Chinatown?
- ¿Qué tipo de beneficios están recibiendo los empleados por parte de sus empleadores y cuáles beneficios no están recibiendo de los mismos?
- ¿Cómo algunas políticas y procedimientos en programas de metadona afectan al acceso que tienen los participantes a esos programas?
- ¿Cuál es el estado actual del desarrollo de condominios de lujos en las comunidades de color de la Ciudad de Nueva York?

Metodología/Componentes de la Investigación
Esta sección debe de incluir todos los métodos que vas a estar usando para investigar tus preguntas, junto con una breve descripción de cada uno de esos método. Abajo encuentras algunos ejemplos, pero debes de sentirte en la libertad de escoger otros métodos (refiérete al menú de métodos en el documento)

1. Encuesta Corta: Esta encuesta corta se va a enfocar en recolectar data actualizada y detallada sobre x, y y z. La meta es recolectar 500 encuestas. Las encuestas serán traducidas al español y el francés y serán administradas por miembros de la organización.

2. Entrevistas a fondo: Miembros y organizadores de la comunidad van a llevar a cabo entrevistas con 5-10 trabajadores para recolectar data cualitativa sobre y, x y demostrar z.

3. Investigación de fuentes secundarias: Los miembros van a llevar a cabo un análisis de la literatura actual y la data existente para apoyar los hallazgos de nuestra investigación en el campo.

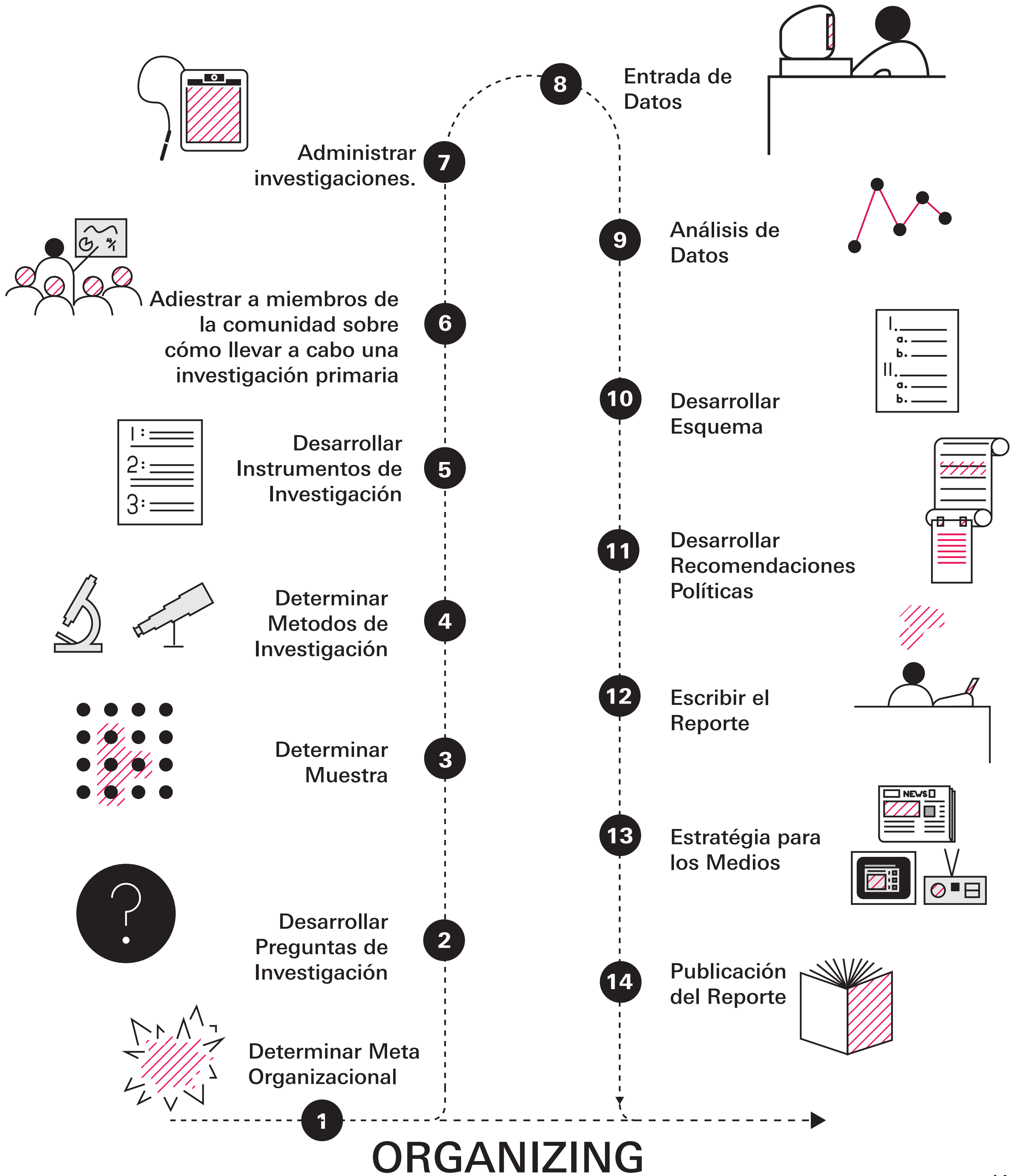
4. Repaso de los Medios: Miembros van a repasar 200 artículos de periódicos locales de los últimos tres años que tengan la palabra “vivienda” en el titulo. Los investigadores van a identificar las palabras y los temas que más se repitan en estos artículos.

Producción del Proyecto
Esta sección va a incluir algunas oraciones sobre que vas a crear al final del proyecto. Esto puede ser un reporte, un resúmen de 1 ó 2 páginas con tus hallazgos principales, un mapa, etc.

Cómo voy a apoyar el proyecto de la organización comunitaria
Esta sección debe de explicar cómo tu investigación va a apoyar y cómo se va a integrar a la campaña de tu organización. ¿Tu investigación va a ayudar con el desarrollo de liderazgo de tus miembros? ¿Ayudar a construir una base? ¿Ayudar a llamar la atención de los medios de comunicación alrededor de la política por la cual estás luchando?

Secuencia de Eventos
Esta tabla debe de incluir todas las tareas que necesitas completar para tu trabajo de investigación, junto con quién es responsable por cada una y la fecha límite. Puedes usar la plantilla que se provee abajo (Herramienta 2.5) como para empezar, pero tus tareas van a depender de los métodos que escojas para llevar a cabo tu proyecto de investigación.

Herramienta 2.5: Plantilla para la Secuencia de Eventos de la Investigación



Herramienta 3.3: Consejos para los Encuestadores

Consejos Generales para hacer Encuestas:

a. Asegúrate que llenes la información en la parte de arriba de la encuesta (tu nombre, lugar de la encuesta, fecha, etc.)
b. Haz preguntas y contesta preguntas exactamente como están escritas.
c. Haz las preguntas en el orden que aparecen en la encuesta.
d. Haz todas las preguntas, a menos que las instrucciones digan que la saltes.
e. Escribe las respuestas inmediatamente.
f. Marca las repuestas con claridad.

Consejos para usar tus Encuestas como Herramientas para Organizar la Comunidad:

Las encuestas pueden ser útiles para apoyar la organización de la comunidad y para hacer alcance en la misma ya que te da la oportunidad de conocer y hablar con nuevos miembros en la comunidad que pueden unirse a la causa. Abajo, algunos consejos sobre cómo usar una encuesta como herramienta para organizar la comunidad.

a. Asegúrate que tienes una tablita con hojas de contacto de la organización.
b. Cuando termines la encuesta, pregúntale a las personas si han escuchado de la organización y si les gustaría involucrarse más.
c. Pregúntales a los encuestados si están interesados en ayudar a llevar a cabo encuestas con otras personas.
d. Asegúrate de tomar la información de la persona para que puedes seguir en contacto.

HERRAMIENTA 3·6 RESEARCH FOR ORGANIZING

Herramienta 3.6: Plantilla del Formulario de Consentimiento para la Entrevista

Favor de considerar la siguiente información antes de decidir si va o no a participar de esta investigación.

Propósitos de la Investigación:
[Algunas oraciones sobre el propósito de esta investigación].

Qué vas a hacer en esta investigación:
[Algunas oraciones para explicarle al participante de qué se va a tratar su participación en la investigación. Por ejemplo: Va a participar en una entrevista de uno a uno en donde se le van a hacer distintas preguntas sobre su experiencia trabajando en restaurantes de lujo].

Duración:
[Cuanto tiempo va a durar la entrevista].

Riesgos:
Incluye aquí cualquier riesgo anticipado asociado a la investigación. Si no hay riesgos, escribe: no hay riesgos anticipados asociados con la participación en este estudio. Su nombre y cualquier otra información que lo pueda identificar NO se va a compartir con nadie.

Beneficios:
Escribe cualquier beneficio que podrá obtener de este estudio. Por ejemplo, al final de este estudio vamos a escribir un reporte que va a documentar sus experiencias como también las experiencias de todos los trabajadores de restaurantes que participaron en este estudio. El reporte va a porveer información valiosa sobre la industria de los restaurantes, como también va a hablar sobre qué se puede hacer para mejorar las condiciones de usteded y de otros miembros de la organización.

Compensación:
Si vas a proveer compensación por su participación, incluye la cantidad aquí.

Confidencialidad:
Su participación en este estudio es confidencial y su identidad no se va a guardar junto a la data que provea. Se le va a asignar un numero a sus respuestas y la lista conectando su nombre a este código se guardará en un lugar bajo llaves y será destruido una vez toda la data haya sido analizada y recolectada. Adicionalmente, si citamos alguna frase, el individuo va a ser identificado como “Participante #1” (con un número escogido aleatoriamente), de este modo la persona no va a ser identificada como que trabaja para alguien en específico, ni la persona misma va a poder ser identificada.

Participación y Renuncia:
Su participación en este estudio es completamente voluntaria, y puede renunciar en cualquier momento sin penalidad alguna. Puede renunciar diciéndole al investigador que ya no quiere participar (no se le hará ninguna pregunta al respecto).

HERRAMIENTA 3·6 RESEARCH FOR ORGANIZING

Contacto:
Si tiene preguntas sobre esta investigación favor de llamar a _________________ al________________________.

Acuerdo:
La naturaleza y el propósito de esta investigación se me han explicado lo suficiente y estoy de acuerdo en participar de este estudio. Entiendo que tengo la libertad de renunciar cuando quiera sin penalidad alguna.

Firma: __________________________________
Fecha: ________________
Nombre (en molde):____

HERRAMIENTA 4.1 RESEARCH FOR ORGANIZING

Herramienta 4.1: Cómo Utilizar ACCESS y Algunos Consejos

Vas a entrar la data de tus encuestas en el programa ACCESS, que se supone sea igual a la encuesta de papel. El formulario en ACCESS es una forma con la que puedes ver y entrar la información de la tabla. Cuando entres la información en el formulario, entra automáticamente en la tabla subyacente. No necesitas preocuparte por la tabla y SOLO ABRE EL FORMULARIO (no abras la tabla para nada; cualquier cambio a la tabla puede ser muy dañino).
Cuando abras la base de datos….

- Te va a recibir una Alerta de Seguridad que dice "certain content in this database has been disabled" haz click en "Options…" En la pantalla que sale (ver foto a la derecha), elige "Enable this content" y Click OK.

- En la parte izquierda bajo "ACCESS Objects," haz click dos veces en la forma llamada "NYCHA Report Card" (foto de la izquierda).

- Asegúrate que la pantalla esté en "Form View" y NO en "Layout View" o "Design View". Puedes saber si miras en la parte de abajo a la derecha (ve foto a la derecha).

Cuando entres los datos de la encuesta….
- Deja el blanco del número de la encuesta vacío. Entra la data en los otros blancos y ACCESS automáticamente le va a dar un número a la encuesta (ver foto a la izquierda).

- Cada "Tab" arriba de la sección blanca corresponde a una sección del repote de notas. Haz click en el nombre de algún tab ("Repairs") para navegar al próximo tab. Ten cuidado de no saltarte ningún tab.

Cuando termines de entrar la data de cada encuesta…
- Escribe el número de encuesta que le asignó ACCESS (ver arriba) en la primera página de la encuesta de papel (para poder parear la versión electrónica con la encuesta en papel correspondiente).
- Escribe tus iniciales en la primera página de la encuesta de papel.

Cuando estés listo para entrar la próxima encuesta…
- Usa la herramienta de navegación en la parte inferior izquierda para pasar a la próxima encuesta.

NOTA: Siempre que hagas click en una de las flechas de abajo, te va a llevar a un record distinto pero en el mismo tab. Asegúrate navegar al primer tab cuando empieces a entrar una encuesta nueva.

Esta flecha te va a llevar al próximo record.

Esta flecha te lleva al record anterior.

Esta flecha te lleva al primer record.

Esta flecha te lleva al último record.

- Si tienes que hacer cambios en una forma existente, TEN MUCHO CUIDADO de no hacerlo en la forma equivocada. Verifica bien el número escrito en la encuesta de papel y que éste sea el mismo de la forma electrónica que estás editando. En algunas computadoras cuando te desplazas hacia abajo en la pantalla, ACCESS te va a llevar automáticamente a la próxima forma.

Consejos para Entrar la Data

- Deja las contestaciones exactamente como están en las encuestas, aún si no te hacen sentido.
- Deja las preguntas sin contestar en blanco en la forma.
- Si se ha escogido “otra” en alguna de las respuestas, asegúrate de escribir la respuesta en el blanco que se provee.
- Parafrasea la respuesta si es muy larga y no cabe en el espacio que se provee (el límite de letras es de 255). Si crees que se necesita toda la contestación, guárdala en un documento de Word para usarla de referencia luego.
- Siempre revisa tu trabajo.
- Pregunta si tienes alguna pregunta o no estás seguro de cómo entrar algo a la computadora.
- Siempre haz una copia de tu trabajo o en una unidad de la red, un USB o enviándotela por correo electrónico a ti mismo.

HERRAMIENTA 5·1 RESEARCH FOR ORGANIZING

Herramienta 5.1: Muestra de Hallazgos de la Investigación y Data para la Actividad de Correspondencia Precisa

Hallazgo: La policía está arrestando personas por posesión de jeringuillas, aún cuando son participes de un programa legal de acceso a jeringuillas.

Data: 71% de los encuestados han sido acusados de posesión ilegal de jeringuillas.

Data: De esos arrestados por posesión de jeringuillas, 9 de 10 tenían tarjetas oficiales diciendo que son parte de un programa de intercambio de jeringuillas.

Data: "Yo he sabido de gente que ha sido arrestada sólo por tener jeringuillas en su propiedad. A mi me han arrestado inmediatamente después de que la policía me pregunta si tengo algo en mis bolsillos y digo "Sí, una jeringuilla", sin dejarme explicar el por qué me esposan… [mientras tanto] tengo todo en mi bolsillo y mi cartera que dice que yo puedo portar jeringuillas."

Hallazgo: Los residentes de Downtown Brooklyn quieren nuevos y mejores supermercados.

Data: 84% de los encuestados desean tener más opciones de supermercados en sus comunidades.

Hallazgo: La demolición de la Vivienda Pública resulta en la destrucción de comunidades y penuria en las vidas de aquellos que son desplazados.

Data: "Yo tenía una buena amiga que vivía en Scott Carver Homes (proyecto público)…ella me dijo que cuando se tuvo que mudar fue como dejar un pedazo de ella atrás porque por 26 años era todo lo que conocía. Hablando con ella te dabas cuenta de la rabia y el dolor en su voz."

Hallazgo: La salud de muchos trabajadores y residentes que sufren de problemas de salud relacionados al 9/11 no mejora.

Data: 88% dijeron que los síntomas de salud pueden ser a causa o han sido empeorados por 9/11.

Data: 81% de las personas con síntomas relacionados al 9/11 fueron a ver a un doctor en relación a dichos síntomas.

HERRAMIENTA 5.1 RESEARCH FOR ORGANIZING

Hallazgo: Los residentes de Chinatown han sido sujetos al abandono, acosamiento y desplazamiento a medida que ha aumentado el aburguesamiento (gentrification).

Data: 73 por ciento de los inquilinos de Chinatown encuestados han experimentado algún tipo de acoso por parte de sus caseros.

Data: El 71% de los inquilinos encuestados en Chinatown tienen una o más violaciones serias al Código de la Vivienda (incluyendo poca o ninguna calefacción, poca o ninguna agua caliente, falta de agua, gotera en las tuberías, techos colapsando, cables eléctricos expuestos y escapes de gas) en los pasados 12 meses.

Hallazgo: La policía está arrestando personas por posesión de jeringuillas, aún cuando son participes de un programa legal de acceso a jeringuillas.

Data: "A mi me han arrestado inmediatamente después de que la policía me pregunta si tengo algo en mis bolsillos y digo "Sí, una jeringuilla", sin dejarme explicar el por qué me esposan…tengo todo en mi bolsillo y mi cartera que dice que yo puedo portar jeringuillas."

Hallazgo: La mayoría de los restaurantes no le ofrecen beneficios de salud a sus empleados como seguros de salud y días pagos por enfermedad.

Data: 72% de los trabajadores de restaurantes encuestados reportaron haber trabajado estando enfermos.

Data: Sólo el 32% de los trabajadores en restaurantes buscaron ayuda médica debido a una herida o lesión en el lugar de trabajo.

Hallazgo: Trabajadoras domésticas no tienen días pagos por enfermedad o días pagos personales.

Data: 57 % de las empleadas domésticas encuestadas no recibieron paga por días de enfermedad.

Data: 71% de las empleadas domésticas encuestadas no recibieron días personales con paga.

Hallazgo: Muchas trabajadoras domésticas no ganan lo suficiente como para cubrir sus necesidades más básicas.

Data: 93% de las trabajadoras domésticas encuestadas viven bajo el nivel del salario mínimo.

Data: 17% de las trabajadoras domésticas encuestadas viven bajo la línea de pobreza.

Hallazgo: La mayoría de los residentes de la vivienda pública no participan en el sistema oficial de participación de los residentes a nivel local o de la ciudad.

Data: Sólo el 14 por ciento de los encuestados votaron en las últimas elecciones de la Asociación de Residentes en su complejo de vivienda.

Data: 1 en 2 residentes no sabían que había una asociación de residentes en su complejo de vivienda y sólo 1 en 5 participan en su asociación de residentes.

Hallazgo: Inmigrantes y residentes de Nueva York con conocimiento limitado del inglés viven en condiciones de viviendas insalubres y no saben que hay una agencia gubernamental en la ciudad, HPD, que los pueden ayudar a mejorar sus condiciones de vivienda.

Data: 60% de los inmigrantes y los residentes de Nueva York con conocimiento limitado del inglés que fueron encuestados dijeron vivir con una o más violación seria del código de la vivienda en los últimos 12 meses.

Data: 62% de los encuestados no sabían que hay una agencia gubernamental de la ciudad, HPD, dedicada a atender esas necesidades en la vivienda.

Hallazgo: Residentes de la vivienda pública no participan en el proceso de toma de decisiones sobre las políticas que afectan sus edificios y hogares.

Data: "Nosotros [las juntas de residentes] no somos más que juntas de marioneta. A ustedes realmente no les importa lo que tenemos que decir porque siempre van y hacen lo que quieran y luego vienen y nos dicen que está decidido ya."

Data: "Yo entiendo lo que dice sobre los diferentes roles y responsabilidades de NYCHA, el Congreso y HUD, pero lo que queremos decir es: ¿Con quién podemos hablar si NYCHA no nos escucha?"

HERRAMIENTA 5.2 RESEARCH FOR ORGANIZING

Herramienta 5.2: Recomendaciones de Políticas para la Actividad de Correspondencia Precisa

Las recomendaciones vienen de distintos Reportes publicados por varias organizaciones comunitarias. Corta en 14 papeles separados para la Actividad.

1. El Presidente Obama y el Congreso deben de asignar fondos para un Centro de Salud que atienda a los trabajadores y residentes afectados en 9/11.

2. El Congreso y el Presidente Obama deben de proveer recursos para documentar todos los problemas de salud relacionados con 9/11 que no están siendo documentados.

3. El Concejo de la Ciudad de Nueva York y el Alcalde deben de pasar Intro 648 (2007) una ley que provee el derecho a representación a los ancianos de bajos ingresos que están siendo desplazados de sus hogares.

4. El Concejo de la Ciudad de Nueva York y el Alcalde deben de pasar el Acta de Preservación de Pequeños Comercios (Propuesta de Ley Jackson) el cual ayudaría a los pequeños comercios a renegociar los contratos de alquileres con los propietarios para que puedan quedarse en las comunidades que están pasando por el proceso de aburguesamiento (gentrification).

5. El Concejo de la Ciudad y el Alcalde aseguran el monitoreo de las prácticas de aplicación de las leyes sobre programas de acceso a jeringuillas.

6. Cada miembro del Concejo de la Ciudad de Nueva York deben de separar 10% de sus fondos discrecionales para el presupuesto de participación en su distrito.

7. El concejo de la ciudad de Nueva York debe de pasar una ley para imponer un impuesto a aquellas residencias que están completadas pero vacías por más de un año para ayudar a convertir estas propiedades en viviendas de bajo costo.

8. El Alcalde y la Corporación de Desarrollo Económico de la Ciudad de Nueva York deben de implementar el Plan del Pueblo para el desarrollo de la costa del East River, para asegurar de que se tome en cuenta la opinión del pueblo ahora y en el futuro.

9. El Departamento del Trabajo (DOL) debe de asegurarse de que se esté aplicando la Ley de Trabajadores Domésticos y que estén recibiendo paga por tiempo extra y un día de descanso asalariado también.

10. La Fiscalía General del Estado debe de asegurarse de que se esté aplicando la ley de servicios a inmigrantes para prevenir el abuso y servicios fraudulentos a los inmigrantes.

11. HRA debe de contratar grupos externos para monitorear contratos, la capacidad de los vendedores y llevar a cabo evaluaciones del efecto de sus programas a largo plazo.

12. El Alcalde debe de crear una comisión pública/privada que incluya entidades del gobierno, activistas y clientes de HRA que tenga el poder de aprobar y sugerir cambios a las renovaciones de todos los contratos de HRA.

Hoja de Respuestas- Recomendaciones de Políticas a la Actividad de Correspondencia Precisa

1.	Presupuestario	**2.**	Presupuestario/Supervisión
3.	Legislativo	**4.**	Legislativo
5.	Supervisión	**6.**	Presupuestario
7.	Legislativo	**8.**	Participación
9.	Aplicación (Enforcement)	**10.**	Aplicación (Enforcement)
11.	Supervisión	**12.**	Supervisión

Herramienta 5.3: Gráfico con los Niveles del Gobierno

GOBIERNO FEDERAL

Legislativo

Cámara

SENSe-nadoATE

Ejecutivo

Presidente

Vice Presi-dente

↓

16 Agencias Federales

Dept. de la Vivienda y Desarrollo Urbano (HUD)

Agencia de Protección Ambiental (EPA)

ETC.

Judicial

GOBIERNO ESTATAL DE NY

Legislativo

Asamblea

Senado

Ejecutivo

Gobernador

↓

114 Agencias Estatales

Departamento de la Vivienda y Desarrollo ComunitarioDHCR)

Departamento del Trabajo (DOL)

ETC.

Judicial

NYC LOCAL GOVERNMENT

Legislativo

Consejo de la CiudadCOUNCIL

Ejecutivo

Alcalde

↓

101 Agencias de la Ciudad

HPD

DHS

HRA

ETC,

Defensoría del Pueblo

Contralor

HERRAMIENTA 5.5
RESEARCH FOR ORGANIZING

Herramienta 5.5: Escenarios para Simulacros de Debates

Escenario # 1: La ciudad clasificó la escuela superior pública en tu distrito como "escuela fracasada" y está amenazando de cerrar la escuela si los estudiantes no mejoran académicamente.

Tipos de Argumentos:
Comunidad: Estudiantes
Oficial del Gobierno: Director del Departamento de Educación

Escenario # 2: Vives en un vecindario que se está aburguesando (gentrifying). A medida que el vecindario cambia aumenta el perfil racial. Es común para los residentes de color que la policía los pare sin razón y los acose.

Tipos de Argumentos:
Comunidad: Residentes
Oficial del Gobierno: Director de la Policía

Escenario # 3: Vives en un edificio de vivienda pública. Las reparaciones y el mantenimiento están sin hacerse por meses y la Administración no responde a las necesidades de los residentes. Los residentes se quejan de problemas como ratas e insectos y también de servicios que no se proveen adecuadamente, entre otras cosas.

Tipos de Argumentos:
Comunidad: Inquilinos de la Vivienda Pública
Oficial del Gobierno: Autoridad de la Vivienda

HERRAMIENTA ACTIVITY 7.1 RESEARCH FOR ORGANIZING

Herramienta 7.1: Tipos de Publicaciones de Reportes

Conferencia de Prensa
Es un evento a donde se invitan periodistas para que escuchen una presentación o una declaración preparada de antemano. Casi siempre los periodistas pueden hacer preguntas al presentador(es).

- **Audiencia**: Prensa, aliados, miembros, oficiales electos.
- **Configuración**: Podium o tarima con personas paradas detrás de la persona hablando para demostrar su apoyo al mensaje. Muchas veces se lleva a cabo en un lugar estratégico (la alcaldía, un lugar específico que tenga que ver con la campana, etc.)
- **Beneficios:** Menos trabajo, más fácil para hacer que los oficiales electos asistan.
- **Inconvenientes:** No se puede compartir información muy detallada sobre el reporte como se podría hacer en una actividad para reportar la data.
- **Roles**: Maestro de Ceremonia; Personas que darán el testimonio; Panelistas; Presentador de hallazgos/recomendaciones; Oficial electo que presente el reporte (opcional).

Reporte de la Data
Es un foro que lleva a cabo tu organización para compartir los hallazgos y las recomendaciones de tu reporte con oficiales electos, diseñadores de políticas y otros que tengan interés en el tema.

- **Audiencia**: personas que trabajen con dichas políticas, personas del gobierno, aliados, financiadores.
- **Configuración**: usualmente se lleva a cabo en una localidad más formal y el programa incluye una presentación con power point con los hallazgos y las recomendaciones del reporte, testimonios y/o una discusión con un panel y una sección de preguntas y respuestas.
- **Beneficios**: se pueden comunicar los hallazgos de forma más efectiva, más a fondo, puede atraer aliados y diseñadores de políticas.
- **Inconvenientes**: no es tan energizante como una acción/protesta, atraer a los medios de comunicación puede ser más difícil, toma más tiempo y capacidad para organizar.
- **Roles**: Moderadora; Personas para dar testimonio; Panelistas; Persona para presentar el power point; Oficiales del Gobierno para introducir o comentar algo sobre el reporte (opcional).

Protesta
Cuando se reúne la gente para apoyar o expresar alguna preocupación sobre un asunto en particular. Puede parecerse o combinarse con una conferencia de prensa.
- **Audiencia**: Miembros, aliados, pública, prensa.
- **Configuración**: Acción que involucre a miembros y aliados. Pude ser creativa y se puede llevar a cabo en un lugar que llame la atención sobre tu reporte (i.e. en frente de un condominio vacío para un reporte sobre condos vacíos o en frente de un supermercado para un reporte sobre acceso a comida saludable).
- **Beneficios**: Puede ser una buena demostración de poder, puede ser energizante para miembros y puede llamar la atención de los medios.
- **Inconvenientes**: No está centrado alrededor de comunicar mucha información, no es muy efectivo para atraer oficiales electos.
- **Roles**: Maestro de Ceremonia; Oradores.

Reunión Comunitaria
Es una reunión de los miembros de la comunidad para hablar y educar a otros miembros sobre el contenido del reporte. Esto se puede hacer para diseñar un plan de acción para implementar las recomendaciones del reporte.
- **Audiencia**: Miembros, aliados.
- **Configuración**: Reunión interna para reportar la información a la comunidad.
- **Beneficios**: Bueno para situaciones cuando hay que transmitirle a la comunidad información delicada
- **Inconvenientes**: No es tan efectivo como traer a los medios de comunicación y a los oficiales del gobierno.
- **Roles**: Maestro de Ceremonia; Oradores; Persona que presenta los hallazgos/recomendaciones del reporte.

Glosario de Términos:

Hojas de Sondeos—herramienta que se usa para llevar cuenta de información que quieres recolectar en cada propiedad o lugar de interés.

Derechos Civiles—derechos que les aseguran a las personas la participación en la vida civil y política del estado sin ser discriminados. Ejemplos incluyen la libertad de expresión, de reunirse y de votar.

Conocimiento Comunitario—prácticas culturales y conocimientos que se pasan de generación en generación.

Mapeo Comunitario — Es un proceso en el cual se documenta visualmente los patrones y las tendencias de una comunidad.

Visualización Comunitaria— Es un proceso en el cual un grupo de la comunidad se une para proponer una visión alterna o una propuesta para el futuro de su comunidad.

Derechos Constitucionales—es una libertad o un derecho que te lo garantiza la constitución del gobierno.

Preguntas Cerradas—son preguntas que se usan en entrevistas y que requieren contestaciones sí o no y se trata de evitar contestaciones más elaboradas.

Análisis de Data— El procesos de repasar data que has recolectado a través de encuestas, entrevistas, grupos focales, etc. Para así poder establecer los hallazgos y las recomendaciones de tu investigación.

Recolección de Data— proceso de recolección de información (a través de encuestas, grupos focales, etc.) que se lleva a cabo para poder contestar las preguntas de tu investigación.

Entrar Data— el proceso de entrar datos recolectados por el investigador.
Reporte de la Data— Proceso de presentar la data recolectada y ya analizada a la comunidad o las personas que fueron encuestadas, entrevistadas, etc. para luego escuchar su opinión al respecto.

Moderadora—la persona que ayuda al grupo a entender los objetivos que tienen en común y los asiste en lograr esos objetivos en grupo.

Gobierno Federal—el gobierno central de la federación de estados. En los Estados Unidos el gobierno federal consiste de la legislatura (cámara y senado), rama ejecutiva (el quipo presidencial) y la judicial (sistema de cortes federales).

Grupos Focales— Son sesiones con grupos (7-12 personas) que son liderados por moderadores para obtener información del grupo basándose en alguna pregunta de investigación.

Guía de Grupos Focales—un grupo de preguntas ya premeditadas que se usan para facilitar el grupo focal.

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Dádiva—es algo que se le ofrece de gratis a un persona, en la política pública se ve a veces como algo negativo que describe a alguien o algo que recibe un regalo sin merecérselo por parte del gobierno, como una limosna.

Entrevistas— Las entrevistas son conversaciones guiadas sobre algún tema en específico, usualmente de uno a uno y se usan preguntas abiertas para obtener contestaciones más detalladas.

Guía de Entrevistas—un grupo de preguntas premeditadas que se usan para guiar el proceso de la entrevista.

Conocimiento por Experiencia—lo que aprendemos y sabemos por nuestras experiencias de vida.

Gobierno Local- autoridades administrativas o cuerpos del gobierno en una área más pequeña que la de un estado (condado, ciudad, pueblo etc.).

Repaso de Literatura— Un repaso de artículos, estudios académicos y reportes ya existentes sobre el tema que estás explorando.

Conocimiento de los medios dominantes—data publicada por investigadores "profesionales" que están fuera de la comunidad.

Repaso de los Medios de Comunicación— Un repaso detallado de artículos noticiosos de una variedad de fuentes para descubrir cuales son las palabras o los temas que salen en la prensa.

Meritocracia—es una ideología de gobierno o administración que nombra o promueve a personas basándose en sus méritos, como su inteligencia, cualificaciones, educación, etc.

Metas para la Organización Comunitaria- el cambio que quieres generar a través de tu trabajo.

Preguntas Abiertas—son preguntas que se hacen en una entrevista que pretende que los entrevistados elaboren en sus respuestas con historias detalladas y escenarios.

Paternalismo—término que se refiere a una actitud o una política que refuerza las jerarquías o la dominación de un grupo sobre otro.

Recomendaciones de Políticas— Las sugerencias que les das a los oficiales electos o a las personas en el poder para que arreglen los problemas que descubriste durante tu investigación.

Hoja de Apoyo para la Comunicación (Rap Sheet) —es una herramienta que utilizan las personas que salen a sondar y los ayuda a prepararse con cómo van a acercarse y hablar con diferentes miembros de la comunidad.

Reporte— Un documento escrito que resume los hallazgos de tu investigación y las recomendaciones políticas.

Hallazgos de la Investigación— Las conclusiones a las que llegas con tu data y análisis.

Preguntas de la Investigación—preguntas generales que pretendes contestar a través de tu investigación.

Publicación del Reporte— La forma en que haces pública tu investigación. Esto puede ser un informe político, a través de una conferencia de prensa y circulando tu reporte en la red.

Encuestado—persona que responde, contesta o llena encuestas o entrevistas.

Data Cualitativa— Datos que se pueden observar, pero no se pueden medir. Se presentan a través de historias y descripciones. Normalmente se recolectan a través de entrevistas y grupos focales.

Data Cuantitativa— Datos que pueden ser medidos y presentados con números. Usualmente recolectados a través de encuestas

Muestra— El grupo de personas con las que vas a hablar para contestar tus preguntas de investigación.

Gobierno Estatal—la autoridad gubernamental en un estado de los Estados Unidos de América.

Data Secundaria— Es data que sacas de la investigación de otra persona que no fue investigada a través de tu estudio actual.

Mapas de las Calles—mapas que se utilizan para ver a donde deben de ir los investigadores. Muchas veces se usan con las listas de caminatas.

Encuestas—Las encuestas hacen preguntas específicas y tienden a incluir respuestas cortas, respuestas múltiples y preguntas-respuestas de escala. Las encuestas se pueden hacer en la red de Internet, a través del correo y pueden ser llevadas a cabo en persona.

Lista de Caminata—herramienta que se utilice durante el sondeo de comunidades que tiene una lista con todas las propiedades o lugares que el investigador tiene que visitar.